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ABSTRACT

These abstracts were prepared for three purposes: (1) to provide NIE and the states with an indication of NTS's familiarity with specific projects; (2) to provide NIE, the states, and other audiences with programmatically useful information about the State Capacity Building Program; and (3) to support design development for NTS's evaluation study of the program. The first of three sections provides an introduction and overview of the purposes and scope of the report; the second section presents abstracts for the 24 states with capacity building projects funded by NIE during 1975 and 1976; and part 3 contains a glossary of abbreviations, acronyms, and terms utilized in the report. Each two-to-three page abstract was prepared using a standard format and contains six major topic headings: Context, Information Resources, Linkage, Leadership, Clients, and Total Configuration. The report reveals that while each state is committed to building its dissemination capacity, variation is evident in the ways in which they proceed; the program is designed to foster such variation. This is the second of five reports on Phase II of NTS's preparation study for a full scale evaluation of the program. (Author/JPF)

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1977 STATE ABSTRACTS

THE STATE CAPACITY BUILDING PROGRAM

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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CONTENTS

PREFACE v

ACKNOWLEDGEMENTS. viii

PART I.

INTRODUCTION. 1

PART II.

STATE ABSTRACTS

ALABAMA. 4

ALASKA 6

CALIFORNIA 11

COLORADO 13

CONNECTICUT. 15

DELAWARE 17

FLORIDA. 19

IDAHO. 21

ILLINOIS 22

KANSAS 25

KENTUCKY 27

MASSACHUSETTS. 29

MICHIGAN 31

MINNESOTA. 34

MONTANA 36

NEW HAMPSHIRE. 38

NEW JERSEY 40
NEW YORK 42
NORTH CAROLINA 45
OREGON 47
RHODE ISLAND 49
SOUTH CAROLINA 51
TEXAS. 53
PART III.
GLOSSARY 55

FIGURES

Figure 1. States Receiving Grants Through
NIE's Capacity Building Program. 3

PREFACE

As part of its mission to foster improvement of education throughout the country, the National Institute of Education (NIE) is responsible for building "an effective educational research and development system." The State Dissemination Grants Program is a major initiative of NIE to achieve its mission and a part of the larger effort now underway to develop a nationwide dissemination configuration. The State Dissemination Grants Program is designed to improve educational practice by encouraging state education agencies (SEAs) to develop their capacity for gaining access to information resources and to link such information to the needs of educators. The Program is administered by the Information and Communications Branch of the Dissemination and Resources Group in NIE.

Through the State Dissemination Grants Program, two types of awards are made to SEAs:

- Capacity Building Grants support SEA efforts to build a comprehensive state dissemination capacity. These awards averaging about $100,000 each, are of one-year duration and potentially renewable for three-to-five years.

- Special Purpose Grants, averaging $25,000 each, support relatively low-cost, short-term improvement SEA efforts related to building a comprehensive state dissemination capacity. These grants are used to support such SEA activities as initial planning, training of personnel, or the development of specific dissemination resources.

Through the State Dissemination Grants Program, in 1975, ten states were awarded Capacity Building Grants and four states received Special Purpose Grants. In 1976, fourteen Capacity Building Grants and five Special Purpose Grants were awarded. Pending availability of funds, NIE anticipates supporting successive groups of states until all those qualified are included.

In conjunction with the State Dissemination Grants Program, NIE also supports a National Dissemination Leadership Project which promotes communication among all state education agency personnel on dissemination. Each SEA has a representative appointed by the Chief State School Officer. This representative participates in national and regional meetings and in other forms of communication designed to improve the dissemination capacities of all SEAs.

Under the sponsorship of Dissemination and Resources Group (DRG), NTS is conducting a two-phased study of the State Capacity Building Grants Program. The first-year design phase was completed in August of 1977; the second phase began in September of 1977 and is intended to extend until six months after the last group of states is funded. The NTS Study is designed to evaluate the process of developing a comprehensive dissemination capacity in SEAs and to assess the impact of the program. The Special Purpose Grants are not included in the NTS evaluation activities since they are only of one year's duration and are not intended to be comprehensive in scope.

The State Capacity Building Program (SCBP) has been defined by broad NIE goals. The Grants Announcements state that establishing a comprehensive dissemination capacity requires three components: a comprehensive set of resources, a means of linking client groups to the resource base, and the leadership and management arrangements which facilitate the provision of services on any problem to all clients. The Grants Announcements also state that the Program is designed to be user-driven, that is, to respond to any information request from any client. States develop their own specific objectives from these broad goals. Time lines are mutually agreed upon by the states and NIE as part of the collaborative effort.

In the NTS Study, as in the Grants Announcements which describe the Program, dissemination is defined as a "two-way process for communicating knowledge relevant to educational needs and problems so that educational decision makers and practioners can rationally consider alternatives to current practice and the results of research and development in improving educational programs." The usage denoted in this definition incorporates all four levels (spread, exchange, choice, implementation) of the definition developed by a recent government task force, the Dissemination Analysis Group (DAG). The definition employed in the State Capacity Building Program focuses on DAG's third delineated usage: choice. The SCBP is designed to facilitate the rational consideration and selection among effective educational practices, ideas, materials, research and development outcomes, and other knowledge which can be used for the improvement of education.

Two overarching questions focus all NTS evaluation activities:

- Is dissemination capacity being built? If so, how?
- Is the State Capacity Building Program having an effect? If so, what is the nature of the effect?

The design phase and first full year of the evaluation concentrate on describing the Program, clarifying the Program's objectives, and testing and refining instrumentation and data procedures; the second and additional years will concentrate more on delineating the impact of the Program in the states and on communicating evaluation results to NIE and the projects for their own improvement.

Phase I of the NTS Study has resulted in five reports:

- This report, 1977 State Abstracts, contains summaries of twenty-four capacity building projects. Included are the ten SEAs initially funded in 1975 and the fourteen additional projects funded in 1976. The abstracts document dissemination activities in the SEAs as of May 1977.
- Final Design Report of the Evaluation of the State Capacity Building Grants Program is a two-volume report. Volume I contains the proposed designs for the full-scale evaluation. Volume II contains proposed instrumentation.

- Building Capacity in Dissemination: Literature Review was used to inform the design process. The Literature Review consists of two separate, but related, products. The first summarizes dissemination literature, using an organizing framework which parallels that followed in NTS design work. The second product consists of an extensive bibliography and outline of topics covered in the Review. Each entry on the outline is followed by a list of relevant citations.

- State Reports contains extensive documentation on nine of the first states funded through NIE's Capacity Building Grants Program.

- A Compendium of Evaluation and Documentation Forms Currently in Use by State Capacity Building Projects is a compilation of selected instrumentation used by the Capacity Building Projects. An accompanying narrative explains the included materials.

Subsequent reports will be prepared during the full-scale evaluation of the State Capacity Building Program.

ACKNOWLEDGEMENTS

Documenting a program as diverse and dynamic as NIE's State Capacity Building Grants Program requires the cooperation and support of many people. The authors would like to express their appreciation to State Capacity Building Program (SCBP) participants at the federal, state, intermediate, and local levels for their contributions to this report.

The authors would like to express their foremost appreciation to the twenty-four directors whose projects are summarized in this document. Without their open and enthusiastic cooperation, this report would never have been written. Special thanks are extended to each project staff for their contributions. We would also like to thank those administrators in each state who demonstrated their support for the projects by spending time with us. All these people gave of their time to answer questions, arrange interviews, and supply documentation for this report. With warm receptivity, they helped familiarize NTS staff with twenty-four capacity building projects.

We also wish to acknowledge the cooperation of the Chief State School Officers in supporting our study and particularly of Paul Sandifer who served as liaison with the Council of Chief State School Officers and the Committee on Evaluation and Information Systems.

We are grateful for the special assistance and guidance of our advisory council members: Richard Brickley of Research and Information Services for Education; David Clark of Indiana University; Paul Hood of Far West Laboratory; and Sam Sieber of the Virgin Islands and director of a precursor to this evaluation, the study of the Pilot State Program.

We are indebted to those NTS staff who contributed to this report. Jack Stenner provided unselfish assistance, encouragement, and expertise throughout the study. Joan Troy and Jack Bailey assisted the project in administrative and supervisory capacities. Wayne Parks efficiently managed the project's financial affairs. Dick Engler worked diligently with the project staff and state personnel. Elizabeth Goodrich graciously handled travel arrangements for the state visits. Bernie Schmidt and Peter Bileckyj edited and proofread numerous drafts of the report. Pauline Matson, Eleanor Johnson, Dianne Gupton, and Ray Alderson carefully typed each draft. Debbie Ward helped assemble the final report. Garvey Pressley worked with the printer. And during the production stage Joe Haenn and Michael Everett offered useful suggestions.

Special words of recognition are also extended to those individuals within NIE's Dissemination and Resources Group who have been involved in the SCBP: Senta Raizen, Associate Director of the Dissemination and Resources Group; Charles Haughey, Project Officer for the Program; and the project monitors, Bob Chesley, John Coulson, Mollie McAdams, Frank Smardak, Arch Steiner, Maureen Treacy, Del Trester, and Kit Welsh.

Finally, but most importantly, we thank Mary Ann Millsap of the National Institute of Education for her constant support, guidance, and good cheer in monitoring this phase of the NTS Study.

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INTRODUCTION

NTS is conducting, under the sponsorship of NIE's Dissemination and Resources Group, a two-phased study of the State Capacity Building Program (SCBP). The SCBP is designed to improve educational practice by encouraging state education agencies (SEAs) to develop their capacity for gaining access to information resources and to link such information to the needs of educators. The NTS study will assist both NIE and the states in the process of developing comprehensive dissemination capacity in SEAs. Phase I of the study was used to develop evaluation designs for the full-scale evaluation of the Program. Phase II is the full-scale study.

As part of the Phase I contract to design the evaluation, NTS staff visited the twenty-four states who have received grants under the Capacity Building Program. A major purpose of the visits was to ensure that NTS staff were knowledgeable about the individual projects, since it was felt that an understanding of the Program and familiarity with the projects would facilitate the development of appropriate evaluation designs and instrumentation. The visits were also used as a vehicle for cultivating collaborative relationships among NIE, NTS, and the states. The twenty-four abstracts in this report emerged from the familiarization visits.

1977 State Abstracts is an account of dissemination activities in twenty-four state education agencies. This report reveals that while each state is committed to building its dissemination capacity, variation is evident in the ways in which states proceed. For example, one state is focusing on the development of special files to augment its resource base, while another is emphasizing the identification and training of linkage agents to work out of regional educational service centers, and while still another is strengthening the technical assistance activities of the SEA to assist in local problem-solving and improvement efforts. The State Capacity Building Program is designed to foster such variation.

1977 State Abstracts has three purposes: (1) to provide NIE and the states with an indication of NTS's familiarity with specific projects, (2) to provide NIE, the states, and other audiences with programmatically useful information about the State Capacity Building Program, and (3) to support design development. 1977 State Abstracts should be useful to all those involved in the development of a nationwide dissemination configuration:[1] the NIE staff; other personnel in federal, state, and local governments; members of Congress; researchers and developers; trainers; and the NTS project team.

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1 The word "configuration," was first used by Guba and Clark in a paper entitled "The Configurational Perspective: A View of Educational Knowledge Production and Utilization," Council for Educational Development and Research, Washington, D.C., November 1974. Configuration is also the term agreed upon by professionals in the field of educational dissemination at the June 1977 Dissemination Forum. The word "system" was rejected since it connotes central control, and the word "network" was rejected because of possible confusion with the National Diffusion Network.

1977 State Abstracts is divided into three sections. Part I, the introduction, contains an overview of the purposes and scope of this report. Part II presents, in alphabetical order, abstracts for the twenty-four states with capacity building projects. Part III, the final section, is a glossary of abbreviations, acronyms, and terms utilized in the report.

Each two-to-three page abstract was prepared using a standard format and contains six major topic headings: Context, Information Resources, Linkage, Leadership, Clients, and Total Configuration. By using a common format, the variation which exists among projects is concisely captured. The topic headings parallel information domains being explored in the evaluation effort and thus provide support for other portions of design. The abstracts reflect the respective conditions of the projects as of May 1977.

Developed initially as an abbreviated version of the larger reports prepared for the first states awarded grants, the abstracts have proved a popular and useful form for documenting the projects in the State Capacity Building Program. The states included in this report are mapped in Figure 1. NTS will continue recording project information in this form for the duration of the evaluation. Each year an abstract will be prepared for new participating states and updated for those states continuing in the Program.

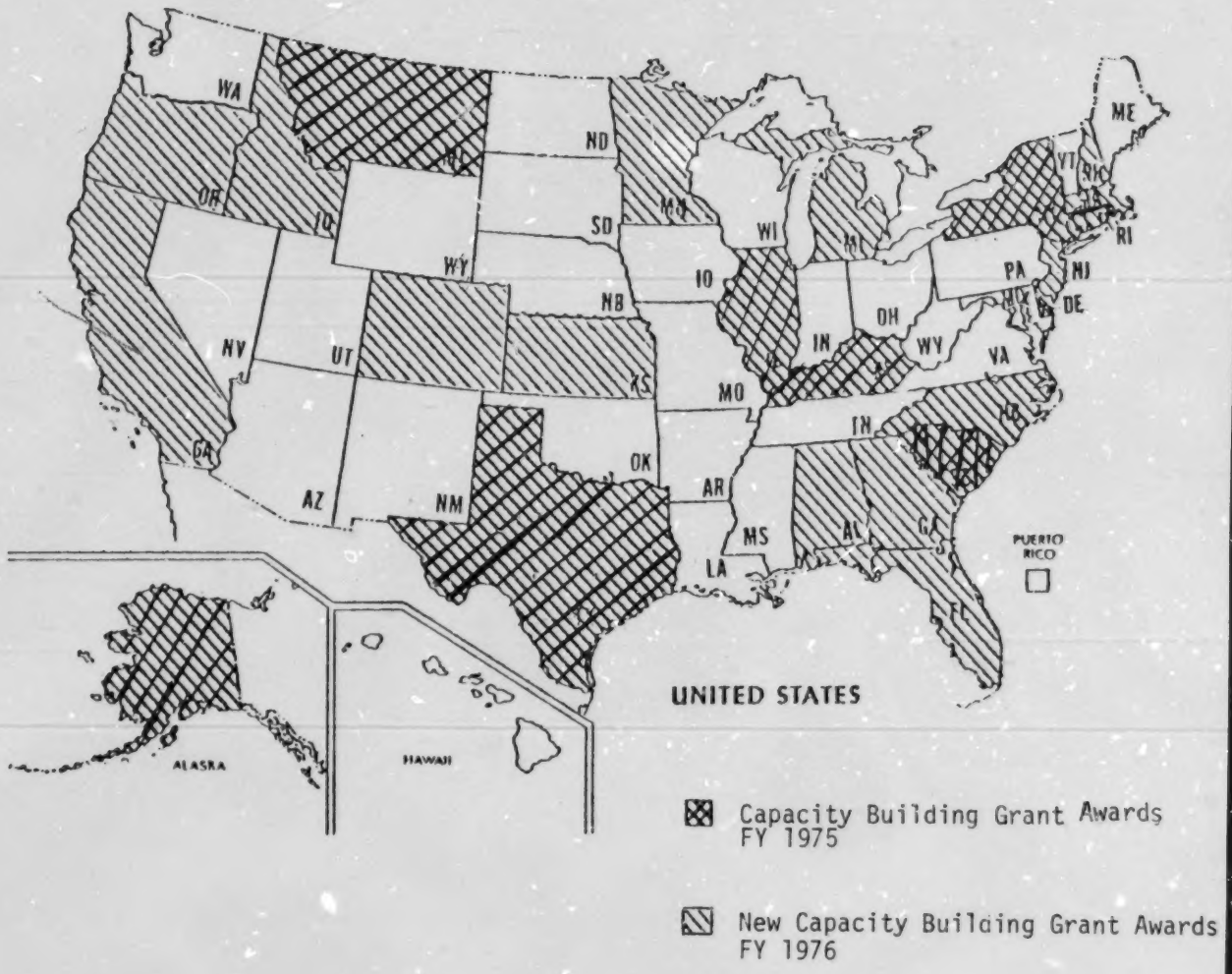

Figure 1. States Receiving Grants Through NIE's Capacity Building Program

ALABAMA

PROJECT AIDS

Abstract

Context

Alabama's school systems serve approximately 785,000 students. Of the 127 school systems, 60 are counties while the remaining 67 are cities. Because the state supports 68 percent of the total educational expenditures of all school systems, the SEA plays a large and active role in education in the state.

The Alabama Information and Development System (AIDS) was established to strengthen the technical assistance activities of the SEA, particularly in improving its capacity to assist in local problem-solving and improvement efforts. A major objective of AIDS is to assist in the development of a unified state dissemination system. Prior to the implementation of AIDS, there was no formal information resource and linkage capability in the SEA.

Information Resources

The resource center established by the Project has relied largely on the ERIC files for responding to client requests. The DIALOG system is used to access the files, while a QUERY retrieval system at Auburn University supplies low-cost printing of abstracts. Microfiche and journal articles are supplied upon request. Several other files available on the DIALOG system are used occasionally. National information resources, such as the Education Commission of the States, the Educational Products Information Exchange, and the National Education Association, have been used frequently to supplement ERIC.

AIDS has designed and will implement a system for identifying and validating promising educational programs and practices in Alabama and will build a file of such programs as an additional resource of the resource center. SEA information resources (e.g., curriculum guides, brochures, reports) will be inventoried and referenced through the Project, thus facilitating access to a wide range of information.

Linkage

Linkers for the Project are identified as those SEA consultants who work in an assistance role with local educators. About 200 potential SEA linkers exist; an estimated 62 have been trained during the first Project year and are providing their clients with information services as part of their normal technical assistance role. Since there are no formal intermediate units in Alabama, the consultants operate out of SEA offices. A long-range objective of the Project is to train and support linkers at the school system level, particularly in large city school systems.

A comprehensive training program for linkers has been designed and implemented by Project staff, with the assistance of national consultants. The program is competency-oriented and is designed to increase the ability of linkers to define needs in educational organizations, to translate those needs into requests for relevant and needed information, and to use the information in planning for and implementing organizational change efforts. Approximately forty contact hours of training are involved. Evaluation of the training is being implemented.

Leadership

The Project Director of AIDS reports directly to the Chief State School Officer and is charged with assisting in the development of comprehensive and coordinated dissemination services in the state. To this end, planning sessions were held with individuals and groups representing the SEA, Institutions of Higher Education, and other statewide education groups. A permanent AIDS State Advisory Committee has been established and will meet quarterly throughout the Project. The Committee has formed subgroups focused on different Project activities and has prepared objectives for its role and contribution to the Project.

As a step toward coordination of dissemination activities, AIDS also is directing the State Facilitator Project funded by the National Diffusion Network (Office of Education). The services of the Project will be coordinated with the developing comprehensive information services and will be offered to educators through the SEA linkage personnel. As AIDS develops, joint planning with other SEA dissemination efforts is contemplated.

An evaluation plan is being implemented. Documentation of services and evaluation of client satisfaction and utilization are being conducted. Evaluation of the linker training program also is being undertaken. Surveys are used for determining the level of awareness of AIDS among educators throughout the state.

Clients

Information services are provided without charge to all elementary and secondary school educators, including those in the two-year college system. Others are charged a service fee for a computer search. Approximately half of the requestors are classroom teachers. SEA staff are the next most frequent group of users of the service.

Total Configuration

The long-range plan for educational dissemination in Alabama is being developed and implemented under the leadership of the SEA, with the guidance and assistance of a State Advisory Committee. This Committee represents all segments of education in Alabama and indicates a broad base of support for a comprehensive effort. Current information and linkage resources are limited but growing. The emphasis is on coordinating existing resources and creating better channels for two-way communication.

ALASKA

PROJECT A-TIP

Abstract

Context

Alaska is the largest state in the U.S., but it has fewer people than any other state except Wyoming. The state has 51 school districts and 352 public schools, which serve a student population of 94,000. The smallest school district serves 49 children; the largest school district serves almost half of the entire student population. Last year's emergence of 21 new school districts and concurrent election of 21 new school boards have been a challenge to the entire State Department of Education. The additional districts have increased the number of districts served by 41 percent. The 21 new school districts demand many more services and greater assistance than the already established school districts. The state education system is headed by an appointed Commissioner and appointed State Board. The State Capacity Building Project, Project A-TIP (short for Alaskan Talent, Information, and Promising Practices), is located in the Commissioner's office.

Information Resources

Project A-TIP is not developing a resource base to be housed physically within its office; rather, it is developing mechanisms for obtaining access to available resources. A-TIP serves as both broker and referrer, directing requests to the proper resource.

Access to both human resources and promising practices involves the establishment of two similar files. Talent Bank is the official title of Alaska's directory of human resources. A-TIP matches client requests with an appropriate consultant. State funds (Talent Bank receives a $60,000 annual grant from the State Legislature) provide for each consultant's travel, subsistence, and a classroom substitute. In the developmental stage is a promising practices file which will focus on an identified priority area--reading.

Access to ERIC and the Fugitive Information Data Organizer (FIDO) is provided through contracted services with the San Mateo Educational Resource Center (SMERC) in California. Local search requests are forwarded through the Regional Resource Centers to Project A-TIP via mail and magcard/tape acoustical coupler. At present, developing access to a comprehensive information resource base is a top priority for Project A-TIP.

Linkage

In 1977, legislation allowed for the creation of up to six intermediary service agencies to link local school districts with the SEA. Four of the centers (Southcentral, Bristol Bay, Southeast, and Northwest) are currently operational, with five scheduled to be operating by fall of 1977. This year, A-TIP is piloting services in two of the Regional Resource Centers (RRCs); next year, A-TIP plans to provide services to all five Regional Resource

Centers. These intermediate agencies are not part of the SEA. They are supported by grants from the State Legislature and LEA subscriptions, or by cost sharing. One of the operational centers employs one full-time linker for reading and three half-time linkers. The full-time linking agent is part of NIE's Reading Consortium Project. He provides comprehensive reading services to two of ten school districts in his region and uses A-TIP services extensively. The second operational center has two volunteer half-time linkers. Project A-TIP provides leadership and technical assistance to the Regional Resource Centers.

The Regional Resource Center linkage to local districts is viewed as one essential element of Alaska's linkage component; the other is the development of a telecommunications system. Telecommunication in Alaska is not viewed as a nonpersonalized linkage mechanism; rather, it is a way to set up a network so people can talk to each other. Two-way audio communications is the goal of the telecommunications system. The Governor's Office of Telecommunications is working with the Alaska Department of Education to explore telecommunications alternatives for education throughout the state. This three-part project is supported by a separate grant from the National Institute of Education for $195,000.

Leadership

While institutionalization of a statewide system is the stated goal, A-TIP has remained low-key. The A-TIP staff consists of the Project Director, a half-time design specialist, and a secretary. The Project Director views long range planning as a prerequisite to institutionalization, and such activities have consumed a major portion of his time. The Regional Resource Center study, the planning survey, the user needs survey, the telecommunications study, the hearings for the development of rules and regulations for the regional units, and designing evaluation instruments are examples of the planning effort A-TIP has undertaken. Project A-TIP will conduct formal planning surveys every other year. In addition, informal needs sensing is conducted within the agency. A comprehensive project evaluation is contemplated, but actual designs have not yet been drafted.

Clients

Project A-TIP processes approximately 100 client requests for services per month. At present, requesters are mostly classroom teachers. However, requests are also processed from superintendents, principals, Regional Resource Center staff, and SEA personnel.

At present, Project A-TIP transmits the search requests to SMERC; SMERC prepares a response and returns it either directly to the client or to the linkage agent within the Regional Resource Center. Eventually, requests and responses will be transmitted via the telecommunications system. Requests for specific ERIC domuments or other resources available through the State Library are forwarded to this library, which maintains a complete ERIC microfiche collection. Reproduction services are also provided through the State Library. Requests for human resources are forwarded to appropriate Talent Bank personnel.

Total Configuration

Project A-TIP is intended to serve as a catalyst for accelerating dissemination capacity building in Alaska. Results of the planning survey conducted by A-TIP were used not only in developing long range plans for the Project, but also in establishing priorities for the State Board. Through the concentrated efforts of Project A-TIP, structures are being built which are designed to flourish independently of federal funds. The Regional Resource Centers, Talent Bank, and the telecommunications systems all originated from legislative mandates and receive annual support. Developing a comprehensive dissemination system involves jumping major hurdles related to the state's geographic and technological conditions (i.e., expensive travel costs, sporadic mail service, a poor telephone system). After five years of NIE funding, Alaska plans to have an institutionalized, effective, user-based dissemination system.

CALIFORNIA

INFORMATION DISSEMINATION PROJECT

Abstract

Context

California is the third largest state in geographic size (behind Alaska and Texas) but ranks first in population among the states. The 58 counties of the state cover a broad range of ethnic groups, rural and urban differences, and other varied demographic characteristics. However, fully 79 percent of the student population in the state are in just 12 counties. The state has 1,046 school districts and 7,045 public schools. The 5,078,000 public school students (including persons in adult public programs) are served by a professional staff totaling 230,000. The basic approach to "capacity building" is for the Project to provide clearinghouse and consulting services and to avoid becoming an independent system. Four terms indicate the Project's strategy for development: support (of SEA field services); integration (of services within operational plans of mainline delivery systems); credibility (overcoming skepticism and lack of dissemination skills in the SEA); visibility (to be fostered in the SEA by offering information search services and through support from an internal planning team).

Information Resources

The Project is utilizing San Mateo Educational Resources Center (SMERC) as its primary source of information resources. Many other sources are accessed, including: the State Library (which has a computer tie to DIALOG); a pilot Adult Education Center in San Diego; curriculum materials of 19 state-funded reading and math demonstration programs; fugitive files at the Contra Costa County Center and the Los Angeles County Information Center; VERIC (the Vocational Education Resources Information Center within the SEA); the promising practices inputs of 66 Cooperative Directors in the state (collected at SMERC). Regional labs and centers are also accessed for resources. The Project's retrieval specialist is developing a resource card file to catalog an extensive number of resources within and outside the state. An objective of the Project is to develop several catalogs that ultimately will be placed at SMERC and at other information centers serving educators throughout the state. The first year effort aims at developing one such catalog describing promising programs and practices which have been developed to implement a new state law mandating the use of proficiency standards and assessment for all high schools. In the second year the aim is to develop three additional catalogs (including documents produced by highly effective demonstration programs for grades 7-9), Special Education materials, and documents describing school restructuring efforts.

Linkage

The packages delivered through the Project's SMERC contract are screened and annotated by the Project's Information Specialist -- who also personally negotiates most of these requests. Thus, this person is serving a very important linkage role for state department staff. Under a new NDN grant, plans are to create three additional linker roles at the SEA for core NDN staff. Identified as part-time linkers at the regional level are the linkers in the 26 counties now served through individual contracts by SMERC (that

agency provides regular training and exchanges for such persons in the jurisdictions it serves). Another project strategy is to extend and develop a network of linkage by working with the 66 Directors of Educational Cooperatives in the state. These Directors will participate in a multi-faceted change agent "model" project, including information resources workshops and orientation to SMERC, development of a promising practices document collection, and two special seminars focusing on change agent skills. Also seen as a network of linkers are 58 persons (one in each county) who will be trained by state NDN staff to function as NDN field representatives under the facilitator grant the state has been awarded. These field agents are county office staff with regular responsibilities for instructional services in their school systems.

Leadership

The Project is located in the Special Programs and Support Services Division of the SEA, as part of the Office of Information/Program Dissemination. Since the office provides a wide variety of information support services (public information services, multi-media development efforts, including television and film capability and publications), the Capacity Building Project is able to focus on dissemination network building and field agent training. In its consulting role, the Project has set four major goals for its first two years: (1) coordinate the initiation of systematic information dissemination projects for two major reform programs -- Special Education Master Plan and the California School Improvement Program; (2) seek out new information and program resources to enhance SEA dissemination services; (3) provide comprehensive search services to SEA staff; and (4) assist SEA program managers to develop "field network services" and train change agents. Highest priority has been placed on assisting "mainline" delivery ssytems in the SEA and on working within the operational plans for those systems. Efforts to form advisory committees to facilitate assistance are underway or planned. Workshops have been held to familiarize SEA staff with the information services, and requests for assistance have been elicited from those sessions.

Clients

Primary clients of the Project are the SEA programmatic staff and managers. The 66 Cooperative Directors are serving as a pilot group of clients outside the SEA who will be assisted in using SMERC services. The Project places emphasis on "intermediaries" as clients: persons removed from the classroom but involved in efforts to assist classroom teachers.

Total Configuration

Three distinctive characteristics of the Project are evident: (1) delivery of services will be closely tied to the major SEA delivery systems; (2) SMERC will be used as the primary depository and dissemination agency for document collections; (3) a clearinghouse function will be performed by the Project (emphasizing coordination and referral). The major strength in this approach is the intent to respond effectively to the special needs of each SEA delivery system.

COLORADO

Project ACCESS

Abstract

Context

Project ACCESS operates in a state where there are many problems of geographic distance and accessibility in providing educational services. The nation's most mountainous state outside of Alaska, Colorado ranks 8th in geographic size and 30th in population. The state's 1,268 public schools are organized into 181 school districts. Public school professionals number 29,259 and serve a public school enrollment of 567,087. Colorado has been organized into 13 planning regions which encompass all its 63 counties. Furthermore, 17 BOCs (Boards of Cooperative Services) have been created to cluster school districts on a geographic basis and provide intermediate services and organization for solving educational problems. However, all districts in Colorado are not organized in BOCSs, a notable exception being the Denver Public School Districts.

Information Resources

The information resources component of ACCESS has been designed to encourage use of a number of different types of resources. These include (1) a Talent Bank at the SEA; (2) a services-and-materials resource guide to SEA products (under development); (3) the Colorado State Facilitator Project at the Northern Colorado Educational BOCS (NCEBOCS) which provides statewide dissemination of validated project; (4) ERIC and ERIC-derived products through the NCEBOCS. NCEBOCS has provided assistance to users of ERIC for several years and has established itself as a leader in computerized and manual searches for educational information. The service is also provided to clients outside Colorado. The NCEBOCS provides services of an Information Specialist on a half-time basis to facilitate the use of ERIC and ERIC-derived products. The assigned Information Specialist will also initially train four identified linkage agents from the service-piloting ISAs in the nature and utilization of the ERIC system as well as other resources. Later, as individual user needs are identified in local school districts, the inservice person will provide individualized assistance to personnel using the resources.

Linkage

The Project's basic linkage strategy is the key to its total philosophy: "linkers" will be identified as persons already functioning in established roles and embedded in established institutions. Initial strategy has led to the identification of a key linkage person in each of the four regional entities where pilot operations and network development will begin. Persons identified were found in somewhat differently established roles in each of the four settings. Project monies that are provided directly to BOCS or the Denver School, either of which maintains administrative control, provide approximately one-half of the support of these hybrid "field agents." Project ACCESS works intensively with the following

greatly varied, regional units: (1) the Weld County BOCS (centered in Greeley); (2) Denver Public Schools; (3) Southeast Metropolitan (Suburban Denver) BOCS: and (4) Mountain BOCS (centered in Leadville). Outreach and extension of linkage, following a similar strategy, will seek persons in established roles in LEAs, ISAs, and in the SEA and orient them toward available resources and two-way helping transactions. In the area of other-than-personal linkage technologies, Colorado's Project has initiated a media study for recommendations on future developments in this area.

Leadership

The Project is located within the Office of Program Development Services, one of four major divisions below the Commissioner in the Colorado SEA. The Project's strategy is to promote the sense of "ownership" in dissemination operations and activities at many levels. An Advisory Council, representative of key SEA offices and decision makers, continues to sound out dissemination issues, receive feedback from, and provide guidance to the Project. However, ACCESS is known at many levels through its outreach. An effort was made to undertake pilot activities in a diverse set of ISAs.

Clients

The Project serves teachers and principals, particularly "gatekeepers," at these levels. It has targeted its services to four regional sites, in each of which $10,000 has been allocated for searches and $8,000 for the support of a field agent cadre. After three months of making presentations to promote awareness and interest, most requests have come from administrators.

Total Configuration

The Project's basic strategy is to facilitate "ACCESS" to resources. This calls for identifying relevant resources where they are, and leaving them in place, but more "organized" and accessible than they previously were. It also involves increasing the capabilities of people in the use of computer-accessible resources. Eventually, the skills taught in the pilot regions will be visible throughout the state. The distinctive Colorado configuration highlights a strategy for institutionalizing dissemination by concentrating work in selected and diverse subareas of the state. Persons in established roles receive further training and their dissemination activities are reinforced. The configuration takes into account distinctive geographic and demographic characteristics of the state, its prior development of ISAs for providing cooperative educational services, and the experience and reputation in providing information services of the Northern Colorado Educational BOCS.

CONNECTICUT

STATE CAPACITY BUILDING PROJECT

Abstract

Context

Ranking 24th in population, Connecticut is the third smallest state in the country. This highly urbanized, industrialized state has the nation's second highest per capita personal income and ranks first in per capita effective buying income. At the same time, however, while Connecticut ranks ninth in per capita state and local expenditures for local schools (including capital outlay) the state is rated as 50th in percent of revenue for public elementary and secondary schools from the Federal Government. The SEA, traditionally, has not been called upon to provide supportive services to LEAs. However, the state is divided into six regions, which serve as locations for intermediate-level educational service centers. These non-SEA funded centers provide sources of decentralized, informational, and programmatic aid and are called Education Service Centers (ESCs). The NIE Project is located within the Bureau of Research, Planning, and Evaluation, specifically in the Division of Administrative Service.

Information Resources

The primary information resource base is the Educational Resources Center (ERC), which is located in the greater New Haven area ESC. Previously developed under Title III and State Facilitator Project funds, the ERC includes a terminal hook-up with DIALOG and active contacts with the Research Information Services for Education (RISE) in Pennsylvania and the San Mateo Educational Resource Center (SMERC) in California. Basic resources include ERIC, a human resource file, a cross-referenced catalog on all Title III projects and products in Connecticut (available in abstracts with supporting documentation on microfiche), a collection of Learning Activity Packages, other special collections on microfiche, and a comprehensive reference library.

ERC provides for subscriptions to three levels of services; each level is further divided by school system size into two categories. Two search formats are also available to nonsubscribers. The first, a computer printout of abstracts, has a maximum service capacity of 125 citations per search. The second involves an in-depth search wherein an individualized package is assembled. It is the policy of the Capacity Building Project to make two free searches available to each district.

Linkages

Four linkage agents, Information Service Specialists (ISSs), are assigned to cover the districts of the six ESCs and to personalize information services. Although each center is developing its own information resources, the ERC is the central base for information services. Each ISS has contacted all the districts within his/her region or regions. Generally, the ISS follows up these initial contacts by meetings with LEA principals and teachers. The ISSs see their role as one of unobtrusive assistance on client demand. Their experience

has focused on methods of working with different types and levels of clients in ways that promote "discovering" and initiative by the client and are supportive of the client. In addition to the four full-time linkers, there is a part-time, trained resource linker in each school building within thirteen districts currently subscribing to ERC services.

Leadership

The SEA's decentralization appears to be reflected in the Project's leadership. Major responsibilities for resource management and linkages are left to the ESC personnel involved in the Project with the SEA staff coordinating the efforts. The Project Director has played a major role in the screening, selection, and training of linkage agents; he presently attempts to insure that SEA policy priorities are fostered by the Project while maintaining sensitivity to diverse local needs and requests. A formal needs sensing system is utilized to identify information needs of clients. The Project Director was formerly Title III Coordinator.

Clients

All 165 LEAs are targeted by the Project; they are to be reached increasingly by personalized services mediated by linkage agents and to have access to the resources of a central information center. Initial contacts were made by linkage agents with all superintendents. Subsequent requests for assistance have led to more concentrated work in approximately one-fourth of the LEAs. However, linkers continue to publicize services and attempt to familiarize groups of educators with the functions and resources of ERC. A primary familiarization method is to bring groups to ERC for visits.

Total Configuration

The Project's major objectives are to include all SEA-related program information in a single resource base, accessible to users and consistent in form, while responding to client needs and to SEA priorities. The configuration being built upon and reinforced by the Project appears to capitalize on the centrality and legitimacy among LEAs of the state's six service centers. Local superintendents bring to ESCs problems that they would not bring to the SEA. ESCs are the basic mediators and providers of services to LEAs in Connecticut.

DELAWARE

Project DAIRE

Abstract

Context

When both area and population are considered, Delaware is a small state. It ranks 49th in geographical area and 47th in population. Delaware is a state with large rural areas; two-thirds of its people live, however, in the Wilmington Standard Metropolitan Statistical Area. The SEA is in Dover, a town of some 7,500 located in the center of the state. There are no intermediate service agencies in the state. Services radiate from central facilities and headquarters in Dover, where SEA personnel are within one and one-half hours travel time of any LEA. Delaware has 26 school districts, 199 public schools, and a public school enrollment of 127,000. Most of the LEAs and their students are in the Wilmington area. There are 75 professional staff members in the SEA. The SEA's major priorities include implementing competency-based education and trying to solve desegregation problems. These priorities have been adopted as two areas of emphasis for the State Capacity Building Project, which has been designated DAIRE (Delaware Application of Information and Research to Education).

Information Resources

The Project's information center, the Information Search and Retrieval Unit (ISRU), is housed in the Delaware State College Library. When the NIE Project was established, an early step was to move the ERIC collection from the SEA Library to the newly established ISRU. The ISRU Information Specialist indicated that efforts are being made to develop relationships with SEA resource persons and to discover the major activities in which they are involved. ISRU responses to individual requests are customized. Where appropriate, the ISRU response includes the name of an SEA resource person, and input is requested directly from appropriate SEA staff. At the same time, ISRU informs the specific SEA resource person of requests in his/her field of specialty. Computer access is through DIALOG, and frequent contacts occur with RISE. Topical Information Packages (TIPs) have also been developed and disseminated.

Linkage

DAIRE has one formal linker designated as Field Agent. He is funded by the Project grant, based in the SEA, and concentrates his efforts on 2 LEAs receiving in-depth support services and designated as Level 2 LEAs. (Refer to Total Configuration section for a definition of Level 1 and Level 2 services). At this time four Level 2 LEAs have been selected for Project Field Agent Assistance. The Field Agent's primary responsibility is to outline and implement corrective action procedures. The Field Agent and other SEA staff aid in publicizing and interpreting ISRU services. Plans for linkage expansion include the possiblility of training SEA curriculum specialists and regional Special Education personnel as linkers and recruiting and training retired teachers to serve as LEA volunteer linkers.

Leadership

The Project Director (also the Director of the Planning, Research, and Evaluation Division) devotes about 30 percent of his time to DAIRE. A statewide needs assessment has been conducted. The data obtained formed the basis for the collection, development, and publicizing of materials available through the ISRU. Documentation has been maintained of both Level 1 and Level 2 services, but a formal project evaluation has not yet been undertaken. A mail client feedback form is used, and a survey of information search impact is underway. Training of SEA personnel in linkage activities is a high priority.

Clients

Although DAIRE includes all Delaware educators among its potential clients, most requests come from LEA or SEA administrators and teachers. Intensive assistance is given to four Level 2 LEAs under contractual agreement.

Total Configuration

A two-level configuration guides the development of DAIRE. Level 1 (with the ISRU as the central unit) provides search and retrieval to all education groups and persons with limited Field Agent assistance. Level 2 (with the Field Agent as key mediator) provides in-depth support services to selected LEAs. The services include needs assessment, problem identification, review of alternatives, selection of feasible alternatives, implementation, evaluation, documentation, and diffusion.

FLORIDA

FLORIDA RESOURCES IN EDUCATION EXCHANGE: PROJECT FREE

Abstract

Context

The state of Florida has 67 school districts organized on a county-wide basis. The smallest is Lafayette County with 851 students, and the largest is Dade County (Miami) with 244,805 students. The total public school enrollment is over 1.5 million students. The Commissioner of Education is elected and sits with the Governor and the cabinet as the State Board of Education. The Florida Resources in Education Exchange (FREE) Project is the title of the State's Capacity Building Project.

Information Resources

The FREE Project is attempting to establish an easily accessible information system. The system will include both national and state information collections. One national information source is the DIALOG System, which provides access to over fifty computerized data bases. The FREE Project obtains this service from Florida Educators Information Service (FEIS) located at Florida State University.

Catalogs of programs and materials are also searched when a request is received. These documents include a Catalog of NIE Education Products, Educational Programs That Work, and several Florida-developed resources. A Florida data base is also being developed. It is being designed to be ERIC-compatible, with plans to computerize the data base when facilities become available. The Florida data base is designed to include Florida-developed programs, practices, and material regardless of fund source. Efforts are directed toward the following institutions, as ranked in priority: 1st) the Department of Education, 2nd) school districts, 3rd) state universities and community colleges, and 4th) private institutions. Some materials will be reproduced and distributed on a cost recoverable basis using project funds.

Two other kinds of information resources are planned. One is a referral directory. There are a number of directories existing within the Department of Education (DOE). They provide either an organization chart, an office title, or some combination of the two. However, it is often not possible to determine the specific responsibilities of the office from that information. To assist persons calling the DOE a referral directory is being developed. This directory will be organized by function.

Another information resource is a human resource data bank. This will provide the names of individuals in the state who can provide assistance in the utilization of the program, practice, or materials selected by the requestor. This activity will build upon the efforts begun by the Bureau of Program and Personnel Development.

To provide easy access to the system, a member of the educational community may call the FREE Project collect. The request is negotiated by a staff member and a response is sent within ten working days.

Linkage

The linkage system is being developed and tested by the R & D Utilization Project, also located in the Office of Dissemination/Diffusion. As presently designed, it includes a team of three facilitators at each site school and linkers located in teacher education centers.

Efforts are being made by the FREE Project to identify a minimum set of skills (competencies) required by a linker. In addition, low cost, partially self-instructional materials are being identified to teach those minimum competencies.

Leadership

Project FREE is located in the Office of Dissemination/Diffusion under the Associate Deputy Commissioner.

Leadership activities during the first year focus on the implementation of a plan to establish a central information system of easily accessible resources for Florida educators. The plan represents a systematic approach to problem solving and is designed to respond to locally identified problems.

Clients

The Florida educational community is designated as the FREE client group. This is defined as teachers, school administrators, district personnel, school board members, university personnel, and parents. It is construed as those individuals having a direct interest in providing quality education to students in Florida's public schools. Services of the FREE project are not available to university students.

Total Configuration

The primary goal of the FREE Project is to provide needed services that are not currently being offered to the Department of Education and the educational community. When information or material can be obtained through another source, FREE acts only as a referral agent to that source. Ideally all services instituted by FREE will be integrated into ongoing program functions by project termination. Assistance is being given to other offices which have the desire or requirement to establish an information system of their own.

GEORGIA

STATE CAPACITY BUILDING PROJECT

Abstract

Context

Among the 50 states, Georgia is 21st in size and 15th in population. The state has 187 LEAs and 1,770 public schools with a total average daily attendance approaching one million students. Among a staff of some 250 professionals in the SEA, it is estimated that half are now engaged in services to LEAs. Only 14 of the 187 LEAs have more than 10,000 students in average daily attendance. Six of these 14 are in metropolitan Atlanta and enroll over one-fourth of all public school students in the state. At the same time, there are 68 LEAs with enrollments below 3,000. These small LEAs, which account for over one-third of the state's local systems, serve only one-tenth of Georgia's students. Largely because of these disparities, Georgia has formed 16 Cooperative Educational Service Agencies (CESAs), each receiving an annual basic grant from the state in addition to support from constituent LEAs.

Information Resources

An Education Information Center (EIC) has been in operation since 1973. This center operates out of the SEA, and major SCBG support has gone into additional staffing for this unit. Using the DIALOG System, it does on-line searches of ERIC and other education-oriented data bases. Resources housed at the EIC include the ERIC, Council for Exceptional Children, and Curriculum Materials Clearinghouse microfiche files; over 2,000 fugitive documents, which are catalogued using ERIC descriptors; vertical subject files; ERIC indexes; and some basic educational reference tools. Other major resources in the state accessed by EIC include the Public Library Services of the SEA, the Georgia State University Library, and CESAs, which are inventoried largely for program materials. Products of the EIC include bibliographies, resumes of ERIC materials or documents from other data bases plus supporting documentation that has been screened for relevance, microfiche duplicates, document loans, information analysis documents, and current awareness materials.

Linkage

The Georgia Capacity Building Project is built on the hypothesis that "effective dissemination/diffusion can best be accomplished by providing information and technical assistance to local decision makers." Project linkers, reoriented from their present functioning, will be those who support local decision making and action. The Northeast CESA, through staff development, has persons presently operating in the generalist role. A Steering Committee to the Project will decide what functions the linker will perform. Nine functions of the Offices of Administrative Services have been identified, and linker activities to support these functions will be planned. Training of staff will be a primary unit in the planning. Looking to the future, the Project Director sees a potential use of some 100 linkers in the SEA and, including the many educational consultants available in Georgia, some 1900 linkers statewide. While the linkage role is still being defined and the problem of the reorientation from existing roles remains to be explored, the essential function of linkage will be informational support and technical assistance to local decision-making administrators. The linkage aid should become available once the decision to change has been made at the SEA level.

Leadership

The Georgia Project was predicated on a reorganization of the SEA. While the Office of Administrative Services has been reorganized, the SEA has not. Caught in this problem of administrative ambiguity, the Project presently is building on and addressing this partial reorganization. Thus, the Project's Steering Committee comes out of the Office of Administrative Services. The Steering Committee includes the Directors of each of the four divisions in the offfice and the unit heads for administrative leadership, planning, and evaluation. Managers for financial review, grants management, school food services, school plant services, publications, school standards, and the education information center are also involved. This group will define staff roles, develop objectives for working with local systems, specify objectives for dissemination and diffusion, and determine training requirements of staff. All of this action is directed at improving services rendered by the Office of Administrative Services. The Project is located in the Division of Planning and Evaluation of this office. The Project Director is the Director of this division. He reports to the Associate Superintendent for Administrative Services. The Project Director has been the SEA's Dissemination Representative and has also worked on dissemination as representative to the Southeastern Interstate Project. The Education Information Center (EIC) is located in his division.

Clients

The strategy for "teaming" and bringing about greater coordination in technical assistance to LEAs places an emphasis on targeting school superintendents as major agents of change. Previously, the many consultants in the state have tended to reach directly to teachers through workshops and other group methods. The primary groups which are identified in the classification of clients are SEA professional staff, CESA professional staff, and local superintendents and their central office staffs. With the Capacity Building Grant, the EIC is expanding to affect more persons in the third category, in which there are 850-900 potential clients. This strategy does not reach below the central office of LEAs in seeking clients, although there is a definite desire to provide information services to principals.

Total Configuration

Especially distinctive in the Georgia Project is the effort to utilize the SCBP as a support in the reorganization of an SEA. A great strength is that the Project Director has been involved in planning for that reorganization, which will attempt to support local, comprehensive planning and other initiatives for change in this still rural, deep south state. A weakness is that reorganization has not proceeded for the entire SEA but has been confined to the Office of Administrative Services, where the Project is located. The Project is also distinctive in its reflection of a concern for overall, systematic improvement in education in a state ranking low at most grade levels on national norms in the basics of reading and mathematics.

IDAHO

IDAHO ERIC

Abstract

Context

Idaho is large in area but small in population. Of the 115 LEAs, 45 have fewer than 500 students and only eight have more than 5,000. The state's 496 public and 51 private elementary and secondary schools serve about 205,000 students. Relatively large numbers of Indians and migrant workers are served by the SEA. Three regional centers help overcome the constraints inherent in geography and population.

Capacity building in Idaho is both a developmental and coordinating effort. New linkage and information access and retrieval services have had to be developed. But equally important have been Idaho ERIC's efforts to build on already existing institutions. Idaho ERIC coordinates activities whenever possible.

Information Resources

Three information centers are currently integrated in this component. These are located at the University of Idaho, Boise State University, and at the SEA. An additional center is planned for Idaho State University. The main resources at the SEA information center are a complete ERIC file and a human resources file (Talent Bank). Idaho ERIC uses DIALOG in its computer searches. Efforts of the R & D Exchange (RDx) are expected to provide a promising practice file, a broader human resources file, and access to SMERC. Informal contacts with Institutions of Higher Education (IHEs) and state libraries expand the resources currently available.

Linkage

The linkages in Idaho ERIC are being established to meet two basic criteria. First, since very little funding is available for paying linkers, the persons selected already should be working within the educational system; second, the linker should have characteristics similar to the client and should be located in close proximity to the client. For the most part, building librarians have been selected for the linker (or "contact") role. Of the 100 local linkers, 95 are librarians, and only five are LEA level personnel. In addition, twelve SEA-based personnel in the Instructional Division perform some linkage functions and are being involved in training for that role.

One aspect of linker training is particularly unique: much of the local linkers' training is available through ETV broadcasts of video tapes prepared in FY 1976 under an NIE special purpose grant. One day workshops are given using a condensed version of ETV programs and linkers participate in simulation activities to provide request review and follow-up. In the future, Idaho ERIC

hopes to expand the number of building "contact" personnel and train SEA staff in linkage processes. ETV and the SEA newspaper News and Reports are frequently used linkage media. The former is used for creating awareness and training, the latter primarily for creating awareness.

Leadership

Idaho ERIC is organizationally located in the Bureau of Special Services within the Division of Federal Programs. The Project Director reports directly to the Associate Superintendent, who is also a division head. Two of the four individuals funded by the Project are located at the SEA; in addition, a project-funded retrieval specialist is located at the University of Idaho and at Boise State. The IHEs provide facilities as a means of support in return for access to DIALOG. In general, Idaho ERIC is now concentrating more on the coordination of existing resources in the SEA, the state and, working through RDx, the region. The Project is still growing and developing facilities, processes, and personnel. In its first year of operation, the Project established two IHE-based retrieval centers, identified and began training 100 local linkers, and has gained recognition and cooperation from others in the SEA.

Clients

Virtually all members of the Idaho educational community are considered potential clients of Idaho ERIC. SEA and public school personnel are the primary target groups, but IHE education faculty and students are also being served. The lack of a computer terminal at the SEA has slightly delayed service to SEA personnel; searches for them are now conducted at Boise State University. About 75 to 150 requests are processed monthly at each of the centers. Although a log of type of requestor is maintained at each center, there is no general compilation of search topic frequencies. A log of referrals is kept by the Talent Bank. Immediate objectives for clients include the implementation of a third regional center to provide more direct service in eastern Idaho and the expansion of the number of building contacts.

Total Configuration

Idaho ERIC is providing a service previously unavailable to the state's educational community. Two central tenets are guiding the effort: (1) both the linkage and retrieval services are being located as close to the clients as is programmatically possible and (2) the general guiding principle is one of information provision. Over the next few years, the major activities will revolve around ever closer coordination among SEA personnel, the building contacts, the information centers, IHEs, and RDx. The long range goal of the Project is a coordinated state-supported system which will provide information and technical assistance to Idaho educators.

ILLINOIS

ILLINOIS RESOURCE AND DISSEMINATION NETWORK (IRDN)

Abstract

Context

In Illinois there are over 1,000 school districts and over 2,600,000 students. Although most students are concentrated in the Chicago area and lesser urban locations, there is a substantial rural population and a large Spanish-speaking group. The SEA recently reorganized following the shift from an elected to an appointed Superintendent. The NIE Project is part of the Illinois Resource and Dissemination Network (IRDN). IRDN has used the recent reorganization, coupled with strong administrative support, to begin building a comprehensive institutionalized dissemination program.

Information Resources

During FY 1976, IRDN concentrated on developing a resource base; currently the focus is on inducing and responding to requests. Searches, run previously under ERIC Clearinghouse contracts, are now conducted on an in-house computer retrieval system connected with DIALOG. In-house resources include the Illinois Resource files which contain information on human resources, Illinois documents, and products and programs. In addition, an ERIC collection, over 350 journals, curriculum materials and texts, and professional books are included in IRDN's Educational Information Center (EIC). Beyond the sources available in the EIC, IRDN has established contacts with other information bases in the state (including the Illinois Library Network), giving it access to the largest retrievable information base in the nation. Resource packets based on SEA priorities and identified needs have been, and will continue to be, developed and disseminated.

Linkages

Illinois has established its 82 SEA-controlled linkers in five regional groups called Program Service Teams (PSTs). The members of the teams have made contact with each LEA and have begun the selection of a local representative in each. Training for the linkers is a major objective of IRDN; the training itself is tailored to meet the particular needs of each of the linkers. During FY 1977 a major linkage workshop for the PSTs will concentrate on increasing team member awareness of linkage skills and concepts. Subsequently the agents will assess their own training needs and develop individual inservice plans.

Leadership

The Project Director is also the head of LEA Services and reports directly to the Executive Deputy Superintendent. Day-to-day operations are under a Project Coordinator, who has regular communications with the Project Director. During this year, an SEA dissemination committee will prepare recommendations for a formal dissemination policy, probably with most operations under IRDN. The Executive Deputy Superintendent has appointed high-level SEA personnel to a dissemination committee to develop a dissemination policy for the SEA.

Working with Assessment and Evaluation staff, IRDN has developed an instrument for assessing educational needs and piloted it in three LEAs. The final instrument will be used in all requesting LEAs. IRDN plans to use the results as the basis for an entire state change effort for improving education. Strong policy level support, a large state financial base, careful long-range assessment-based planning, and attention to evaluation are stated qualities of the project.

Clients

The initial targets of IRDN were LEA superintendents and supervisors; PST personnel have now been directed to focus on teachers. Each linker makes personal contact with clients to inform them of the services. Expansion of these activities will include working with less frequent users and new client groups. IRDN personnel are very concerned about studying user/nonuser differences in order to improve their dissemination services.

Total Configuration

IRDN is developing what they feel will be one of the most fully developed, comprehensive dissemination systems in the country. Educational needs assessment and carefully implemented formative and summative evaluations are being fed into IRDN plans. Gradualism is a dominant characteristic of the Project; in accordance with their five year plan, expansion of any one component is based on parallel growth in the others.

KANSAS

KANSAS EDUCATION DISSEMINATION/DIFFUSION SYSTEM

Abstract

Context

Kansas is the 14th largest state in area and the 28th in population in the United States. The 307 school districts contain 1608 elementary and secondary schools with nearly 460,000 students. Forty-two percent of the districts have fewer than 800 students; four districts, approximately 1 percent of the total, contain 70 percent of the students. The state is predominantly rural, and the population of western Kansas is extremely dispersed. Within this setting, the Kansas Education Dissemination/Diffusion System (KEDDS) seeks to be able to eventually answer all information requests from Kansas educators by accessing all relevant national data bases, by developing its own state files, by incorporating all state and local resource systems available to Kansas educators into networks, and by identifying, training, and supporting up to twelve field consultants to serve as linkers.

Information Resources

Ten separate regional resource centers are included in the KEDDS/Resource component. Eight are based in public IHEs; one is located at the Colby Cooperative; and the central one is housed in the SEA. Most of these centers have their own on-line search capability connected with both SDC and DIALOG. they are interconnected by teletype. Each center has its own ERIC collection. In addition, the SEA center is developing files of Kansas documents, promising programs and practices, and human resources. The SEA also has access to the SEA's professional library and the state library system. In the future the KEDDS/Resource will include access to legislative material, adult education centers, community and small colleges, and other Kansas networks. The regional centers, the field consultants, SEA personnel, and KEDDS/Resource staff suggest new resources for acquisition. Delivery is by either a regional center or a linker; in both cases delivery is followed up by a linkage agent.

Linkage

The six field consultants in KEDDS/Link are based in Wichita. These linkers have general regional assignments, but there are no ISAs in Kansas. The linkers are full-time and are currently funded by the SCB grant, Title IV-C, and NDN. In the future, it is hoped that the number of these linkers will double; further, a system of local linkers established under an earlier grant may be "reinvigorated." They work generally as "facilitators" and, therefore, are engaged in a wide variety of linkage activities. These activities include transmission of search requests, delivery of materials and follow-up, and awareness creation. Furthermore, the linkage role in Kansas also encompasses those activities necessary to facilitate the adoption and implementation of educational change processes in schools. "Datagrams" and newsletters are the main other-than-personal linkages used now; moreover,

Washburn University is considering the establishment of a computer-based user system.

Leadership

KEDDS is an amalgam. Its components include the resource centers originally developed under Project Communicate and the field consultants formerly included in Project Link. This combination is reflected in the three-person policy council, which is composed of the respective heads of the KEDDS/Resources, KEDDS/Link, and Title IV-C units. (The head of the KEDDS/Resources unit is the SCB Project Director). KEDDS is located organizationally in the Improvement and Development Section of the Division of Education Services. The major accomplishments for KEDDS have been the merger of the efforts of the Office of Education and NIE, and increased institutional stability following a significant SEA reorganization and years of uncertain funding. The main problem areas were reported to be gaining increased SEA acceptance, locating additional funding sources to allow expansion, and coordinating dissemination activities in the SEA.

Clients

All members of the educational community (including students and faculty of the state's colleges and universities), as well as occasional others, are considered to be at least potential clients. KEDDS activities are user-generated; the system responds to requests. Awareness and interest-creating activities are, however, basic elements in both the resource and linkage components. There are no target groups and all requests receive equal priority.

Total Configuration

KEDDS is attempting to develop a unique system that combines components of equal importance, but with different histories, into a single coordinated resource-and-service organization. All aspects are being integrated. For example, members of Kansas' educational community can be both flexible, due to the varied experiences and sources of funding for its components, and inflexible, by lengthening the decision-making process and making intra-KEDDS communications more complex. The current configuration is only a beginning; plans are being developed to reach all its objectives.

KENTUCKY

PROJECT SEARCH

Abstract

Context

Kentucky has 181 LEAs, a student population of approximately 700,000, an elected SEA Superintendent and appointed local superintendents, and no intermediate units. Seventeen educational development regions, serving as ISAs, were abolished in 1976. Kentucky's Capacity Building Project, Project SEARCH, was implemented to help the SEA achieve its goals of improving the educational program for all the Commonwealth's students and utilizing existing resources more efficiently. Project SEARCH is based on Havelock's model of social interaction, adapted to fit Kentucky's unique characteristics. The Project Director feels SEARCH is in a more advantageous organizational position since the SEA's recent reorganization. Current efforts involve delivery of information to meet educational needs, expansion of the number of trained local linkers, and further coordination of SEA level dissemination efforts within the Office of Special Programs and Services.

Information Resources

Project SEARCH has an in-house terminal connection with DIALOG: its Resource Center is located within the Bureau of Instruction. Personnel within this bureau are available as human resources. Other resources include an ERIC microfiche collection, a growing collection of journals, professional books, and curriculum materials. The Project is developing special report information packets and abstracts of promising practices for statewide and selective dissemination. In addition to the resources in-house or directly accessed, Project SEARCH has used a variety of other institutions including the National Guard, the State Highway Patrol, and Tennessee Valley Authority (TVA) as resources.

Linkages

SEARCH utilizes a three-tier linkage system with three Area Dissemination Coordinators (ADCs), 180 part-time LEA representatives, and about 90 librarians in the schools. The main function of those involved with linkage in the project is to assist LEAs through adoption of new programs. Activities vary by level. The ADCs are involved in spread, exchange, choice, and implementation levels of dissemination. The LEA contacts are primarily active in spread and exchange, and the librarians' functions are primarily in the area of spread. Non-personalized awareness-creating linkages are limited, but development of such mechanisms is planned.

Leadership

The Project Director reports directly to the Assistant Superintendent and also heads the Office of Special Programs and Services. There is an SEA dissemination coordinating committee and a formal SEA dissemination policy. The dissemination coordinating committee, headed by the Project Director, is charged with coordinating most of the dissemination functions of both federal and state educational programs. Needs assessments are becoming increasingly important. The role of evaluation in project development is increasing as well.

Clients

There has been a general increase in the number of search requests as awareness efforts have grown. Data are becoming available on the information needs of teachers and on the utilization of information, though this process is just beginning. Differences between users and nonusers are a project concern but as yet have not been evaluated.

Total Configuration

Pieces for an effective, comprehensive dissemination system appear to be present, but they have not yet been completely brought together. Reorganization in the SEA, designed to provide better service to LEAs, led to some fragmentation of Project activities. The Project is now trying to move in the directions necessary for coordinating the operations by using the continued organizational changes in the SEA.

MASSACHUSETTS

STATE CAPACITY BUILDING PROJECT

Abstract

Context

Although small in size, Massachusetts is a heavily populated state with a rich diversity of resources in institutions of higher education, voluntary intermediate agencies (known as collaboratives), independent service providers, and local, regional, and state education agencies. The SEA is comprised of one central and six regional offices. The central office is primarily concerned with administrative functions. These include program and policy development, finance planning, and program approval. The regional centers are concerned with both service-delivery and monitoring activities and a broad array of program development services.

The Massachusetts Dissemination Project was established to help educators use the existing information resources available throughout the state. New development of resources or linkages is contemplated only where gaps appear in existing activities and resources. The first project year has been concerned with establishing the linkage mechanisms and relationships necessary to stimulate awareness of and access to the natural dissemination system in the state for educators, parents, and students.

Information Resources

The Project's efforts with respect to information resources are directed to developing coordinated and comprehensive access to the numerous sources of information existing within the SEA and throughout the state. Program and human resources files will be developed by the Project. Initial products of the Project will be catalogues and guides to existing information and resources. A developing management information system will be integrated with other program files. During the first year of the Project, emphasis has been placed on equalizing availability of information resources and services.

Access to a comprehensive set of national education and related data bases is made available to local educators through the Merrimac Education Center's Institute for Educational Services (MEC/IES). IES provides search services of ERIC and other files under a contract with the dissemination project. IES uses the DIALOG Retrieval System. MEC is one of many voluntary intermediate districts known as collaboratives, which serve program needs of participating local school districts. IES/MEC is a statewide information service center.

Linkage

The development of better linkages between clients and the available and future informational resources is being accomplished at an organizational level through the regional centers established by the SEA. At the personal level, specialist and generalist consultants in the centers are working with local educators to correct poor communication between groups, poor distribution of resources, and to disseminate promising practices. By supporting these consultants with ready access to comprehensive information resources, the Project

increases the likelihood that such resources will play an integral part of all program improvement activities in local schools.

A staff person from each of the regional centers has been designated as the liaison between the Project and the Regional Center staff. Awareness and orientation sessions have been provided to these "linkers"; more detailed training for other regional center staff is planned in subsequent project years.

Leadership

The leadership efforts of the Project fall into two categories: (1) facilitating coordination and collaboration among the several resources for dissemination, including state agency units; and (2) identifying and addressing specific needs of potential clients for information services. Since the SEA does not control or support many of the information resources, it is necessary to provide incentives and opportunities for the persons directing those resources to collaborate to reduce fragmentation and duplication and to equalize the availability of their services to all educators.

Six regional user boards and a state-level user board are guiding Project activities via a user-driven approach. The Project has assessed the specific informational needs of educators in the state through the user boards. The Regional Center linkers and the Project Director work with the boards in identifying needed information and the form such informational products should take. A survey instrument was given to all user board members. Results of the survey are guiding the development of informational products.

The Project Director reports directly to the Deputy Commissioner for Coordination, thus enhancing the visibility of the Project in the Agency. Close coordination and cooperation exist between the Project and the Bureau of Educational Information Services, which coordinates many of the publications of the SEA.

Clients

The primary clients of the Project are the staff of the Regional Centers, educators, students, parents, and school board members. Target audiences for project services are not yet defined. Since project activities during the first year are focused on getting services in place, information services have not been provided in a comprehensive fashion. Thus, data on services are not collected.

Total Configuration

The Project, in most instances, will not provide direct services to educators; rather it facilitates access to existing services and resources. In addition, the Project will develop the agency's capacity to transform statewide program resources into products and services in response to client needs. Thus, assessment of the impact of the Project will be measured in terms of the mechanisms it establishes for improving equal access. By developing resources only in areas of need, the Project will be using temporary federal help to gain leverage with existing ones. Establishing such a coordinating role for the Project and the SEA will require the use of incentives for focusing the existing resources on the important information needs of educators in the state.

MICHIGAN

STATE CAPACITY BUILDING PROJECT

Abstract

Context

Michigan is one of the most industrialized states and, with a population of almost nine million, ranks seventh in number of citizens. Although the state extends over great distances, among the 50 states it ranks only 23rd in geographic area. In addition to Detroit, which has a population of 1.5 million, there are a number of cities approaching 200,000 in population. Serving a diverse urban and rural citizenry are 581 school districts, 3,886 public schools, and 123,604 public school professionals. The total public school enrollment is 2,128,000. For educational planning and development, the state is regionalized in several ways. It is divided into 22 districts for "media centers" operating informational services (REMCs); it is further divided into 58 intermediate school districts (ISDs); and there are 53 Career Education Planning Districts (CEPDs). In addition, Special Education Programs, with their own staffing and funding, operate out of the 22 REMCs. The Michigan Capacity Building Project, coordinating closely with a Research and Development Utilization Project (RDUP) and a Title IV-C adoption program, will attempt to develop a general network for connecting the specialized networks of educational information flow in the state.

Information Resources

The newly established central Dissemination or Media Center is a functional unit of the State Library and presently is housed in that institution's facilities. The State Library has telecopiers tied to each of the 22 REMCs and receives many requests each day for materials. The questions are asked by people on all levels of the state administrative hierarchy. The Library has had the ERIC collection for some years and has done manual searches of it; but a computer terminal has been installed in the last nine months, and this terminal and a specialist recently trained in its use are the embryonic elements of the new Dissemination Center. Basic resources of the Center are DIALOG, ORBIT, and collections from each service area in the SEA. There are 12 of these, in addition to the "library" service area itself. Also viewed as collections and resources to be accessible to the Project's Dissemination Center are the resource bases and human talents of 12 SEA services areas; a "Library Reference" system, which provides access to other State Library collections; regional units linked to the service areas and having distinctive resources presently channeled largely through the specialized networks of the SEA; and contractual relationships of the State Library with institutions of higher education in Michigan. Beginning in the summer of 1977, following the publicizing of its capabilities, the Project will charge for search services.

Linkage

The Michigan Project defines "linkers" as persons already a part of functioning systems and institutions. Identified at present as full-time linkers at the SEA level are the three retrieval specialists and problem negotiators at the Dissemination Center. A number of part-time

linkers will function at the Center to do searches and perform as intermediaries in search activities for requesters at all levels. Seen as "potential" part-time linkers at the SEA level are some 55 staff persons who represent 52 programs in the 13 service areas plus bilingual, career education, and professional development. These persons function as "initiators" and "responders" while also performing administrative tasks. Identified at the regional level as already functional are a number of full-time linkers who are the Special Education curriculum resource consultants at some of the REMCs. Also active are all 22 REMC Directors and a number of curriculum specialists at many of the 58 ISDs. These persons are considered part-time linkers. The Project's approach to linkage depends upon developing cadres at the REMCs. The endeavor begins with those REMCs where Supplemental Centers are being created under Title IV-C funding. Eventually, project administrators hope to contact and orient toward linkage and, thus, toward communication across specialized subjects and networks, the 1100 plus librarians, media specialists, counselors, and other educators at the local and building level.

Leadership

At present the Project operates under a Project Director who is also the Director of the RDU project. This individual is the Agency's Planning Director and is located within the Planning Office of the Superintendent. He allocates an additional one-fifth of his time to other dissemination activities. He presently manages the Capacity Building Project and is Chairman of the Dissemination Task Force in the SEA. The Task Force involves persons in each office of each major division of the SEA except the Division of Business and Finance. A first undertaking of the task force has been the development of an inventory guide that cuts across all service areas. Another effort has been preparation of the SCB proposal.

One aspect of the project's strategy is to build on the initial Title IV-C funded specialized content network for disseminating promising practices. This adoption project addresses services to selected districts and has created another regional unit of four REMCs. Called "Regional Supplemental Centers," these will soon include eight separate sites. These new centers are beginning the work of generalizing what otherwise have been specialized networks. With the added assistance of the SCBP grant and Title IV-C monies, the dissemination Task Force, in existence since 1974, is now able to address more concrete problems and to strive for a concomitant coordination across divisions in the SEA. Earlier efforts of the Task Force concentrated on training their own members in coordination processes; for example, many task force people have received instruction in "stages in the adoption process." Under the SCBP, however, the Task Force will take a more active leadership role recommending and having policies adopted to bring about new coordinative working relationships across divisions in the SEA.

Clients

The SCBP has not been officially functioning as a Project and has no feedback forms or records for clients. However, since the advent of the computer terminal, it has been seen that, as with previous manual searches, most clients are SEA personnel. Under the SCBP, the client group will be expanded to educators at each level in the educational system. Services

will not be geographically limited and may come from any state office. A schedule of fees for searches is being developed and will be publicized at all levels down to the ISDs.

Total Configuration

A distinctive feature of the Project is the effort to build a generalized network of dissemination through linkages between well-established and functioning specialized state networks, which involve the SEA's service areas and several overlays of intermediate-level units. Highly compatible with this strategy is the definition of linkers as persons already functioning in varied capacities in these existing systems and networks. Also distinctive is the potential leverage which emanates from the Planning Office. This leverage is a product of the initial direction and coordination of the Project. A strategy of placing most SCBP funds in information services delivered from a central dissemination center while capitalizing on activities of linker identification and training, which are concentrated in selected REMCs but funded under a different grant, also highlights the Project's configuration.

MINNESOTA

MINNESOTA INFORMATION NETWORK FOR EDUCATORS (MINE)

Abstract

Context

In Minnesota there are 443 LEAs serving 880,000 students. In 1976 the State Legislature passed legislation allowing LEAs to form intermediate units. Nine such units have been formed to date, with a potential for up to eleven. The intermediate agencies are called Educational Cooperative Service Units (ECSUs). The NIE dissemination project, Minnesota Information Network for Educators (MINE), is headquartered at the State Department of Education in St. Paul. There it shares facilities and space with the professional library. MINE is administered within the Division for Planning and Development. During the project's first year of operation, one ECSU (the Marshall area) has served as a pilot for delivery of MINE services. MINE has concentrated on coordinating available resources and on stimulating awareness of services within this ECSU.

Information Resources

MINE has relied on professional library resources combined with information services contracted from the San Mateo Educational Resources Center (SMERC) for its information base. SMERC supplies ERIC searches, journal articles, and copies of fugitive materials on microfiche in response to individual requests. Through cooperation with the professional library, MINE can respond to requests for a wide range of information service including quick reference, statistical and legal information, and computerized files other than ERIC. The professional library also contains its own full ERIC collection, which offers a substantial number of journals, indexes, abstracts, and reporting services, as well as special collections in vocational rehabilitation and state planning information. Instructional materials in general and vocational education, information on educational opportunities for women, the handicapped, and minorities are given priority as the Project begins its own collection building efforts.

Linkage

Minnesota has conducted workshops in the Marshall ECSU to develop a cadre of linkers. In addition to ECSU personnel, approximately 100 school personnel from LEAs within the ECSU area have been trained as building linkers who stimulate awareness of MINE and channel requests to the ECSU. After the pilot effort in Marshall, MINE plans to develop regional centers in all established ECSUs as quickly as feasible. Meanwhile individuals outside the Marshall ECSU may submit requests directly to the state center.

An important experiment in the Marshall ECSU involves the use of computer terminals for the transmission of requests. Minnesota has developed a statewide network of computer aided instruction through the Minnesota Educational Computing Consortium (MECC), a joint effort of the elementary, secondary, vocational, and higher education authorities of the state. This network offers a high potential for quick response to statewide informational needs as the Project develops.

Leadership

The MINE Project Director is the Assistant Commissioner of the Division for Planning and Development and reports directly to the Commissioner of Education. MINE activities are managed by a project coordinator responsible for resource base and field agent coordination. Directors of the ECSUs, Department of Education staff, National Diffusion Network facilitators, MECC staff, and numerous LEA personnel have discussed and supported coordination of dissemination activities through a project such as MINE. Strong policy level support, careful long-range assessment-based planning, and attention to evaluation were indicated as leadership qualities of the Project.

Clients

Primary clients of MINE services are teachers, administrators, and specialists in the state's elementary, secondary, and vocational schools. In addition, school board members and advisory groups may use the service. Department of Education personnel are served by the professional library. This division of target groups distinguishes project services from library services at the present time.

Total Configuration

A major expressed goal of MINE is to develop a comprehensive dissemination capacity in the form of an information network based on personal and telecommunication linkages throughout the state. Use of computer networks accessible from any school is forseen as a way to develop,as well as search, data bases. In the same vein, clients who use the MINE service are viewed as (1) potential linkers to other clients and (2) future contributors to the knowledge base.

MONTANA

PROJECT EXCHANGE

Abstract

Context

Montana has a large area and a small population. About 850 schools, 120 with only one teacher, are scattered across 650 LEAs. Only five LEAs are in population centers of more than 20,000. The SEA has developed optional tests for LEAs to assess themselves by meeting 15 educational goals developed by citizens of Montana. Project Exchange personnel anticipate that needs identified by these tests will lead to requests for appropriate information. A small budget and various demographic problems have led project personnel to adopt an incremental approach to statewide implementation. Project Exchange had its position in the SEA improved by a recent reorganization, which placed the project integrally within the Division of Resource Facilities.

Information Resources

Montana started relatively late in resource base development. The SEA staff library, established only in 1973, has been upgraded to serve as a resource center. Searches are currently being conducted under contracts with SMEAC and NCEBOCS. Some information services have been purchased from Connecticut's ERC. In-house retrieval facilities are planned. Further development of the resource center is viewed by project staff as basic to all other efforts. Prepackaged materials are being currently prepared.

Linkage

Project Exchange is training linkers in positions as close to classroom teachers as possible. Nineteen pilot site agents have been trained in Missoula County. During this year, 22 additional agents have been trained in Missoula County by the pilot linkers; 25 agents have been trained in Special Education Service Regions; and 40 new agents are being trained in LEAs throughout the state, with emphasis on small isolated districts and those with substantial Indian populations. An expressed project goal is to establish linkage agents in all LEAs desiring them. Some public relations efforts have been used to create awareness and generate linker nominations.

Leadership

Planning and evaluation are significant efforts in the Project. An evaluation specialist from the Division of Planning and Evaluation is assigned to devote 50 percent of his time to project study. The Project Director is also working closely with the Division of Planning and Evaluation to develop a comprehensive planning process for the Project's further progress. Many of the Project's efforts are geared toward the optional assessment program. As the assessment process is used by more LEAs with greater frequency and as the Division of Resource Facilities becomes more recognized as an information source, the number of school personnel served will probably increase markedly.

Clients

Project Exchange views the local teacher as its primary client. Exchange is cultivating linkages as close to the classroom teacher as possible. First year efforts concentrated on only those pilot site schools with linkage agents. During the second year efforts have expanded.

Total Configuration

The recent reorganization placed all of Exchange's SEA operations in a single building and within an organizationally more prominent position. These shifts have paralleled project personnel's own efforts to more fully coordinate its operations. Financing the program following the SCB grant period, further developing the resource center, and expanding linkage services are now seen as major concerns. Further development of the Regional Exchange is expected to assist the Project in all these areas.

NEW HAMPSHIRE

STATE CAPACITY BUILDING PROJECT

Abstract

Context

The State Department of Education provides services through its five divisions to 167 school districts, seven regional post-secondary vocational-technical schools, and a large number of individual clients. These school districts serve approximately 174,000 students. Most of the school districts in the state are grouped into administrative units called supervisory unions. Services in the areas of staff development and special education are provided to some supervisory unions by other organizations called Regional Education Service Centers.

The Dissemination Project, placed within the Department of Education, Division of Administration, is serving a coordinating function. Its main goal is to deliver efficiently both information and skills to the clients of the Department. It has taken on the responsibility of seeing that the information and skills provided are utilized in an effective manner.

Information Resources

In order to improve the Department's dissemination capacity, a number of resource bases are being used to provide services to the various client groups. The Office of Educational Information, the Program Information Office, and the Twin State Educational Information System (the Department's ERIC search system) are bases located within the Division of Administration. Individual consultants within the Division of Instruction serve as resource bases as well as linkers. Their roles as information resources are in such areas as innovative educational programs, staff development, and federal funding in specific content areas.

The Title IV Office, located within the Division of Instruction, and the New Hampshire Education Facilitator Project, outside the Department, serve as principal resource bases for innovative educational programs. It is the mission of the Project to coordinate the provision of services from all bases within the Department.

Linkage

Linkages are being provided through the training of 48 local school administrators and 25 State Department of Education and Regional Education Center personnel in organizational development and resource base awareness skills. The training is designed to provide communication and problem solving skills that will allow the linkers to assist local school districts in diagnosing problems

and carrying out appropriate action plans to address these problems. Additional training is being provided in several areas for other members of the Department to enhance their abilities to serve as linkers with local school districts.

The Project is working with the Title I and Community Education Officers to provide linkages to parents and other citizens. The major goal in this area is to assist community groups in the development of skills that will enable them to interact more effectively with their school systems.

Leadership

The Project Director holds the position of Chief of the Division of Administration. Two other persons actively involved in the operation of the grant are also part of the Commissioner's Cabinet or meet on a regular basis with the Commissioner of Education. As a result, the Project is in a position to have maximum impact upon both the State Department of Education and local school districts. During the first year, the Project has been able to gain credibility in both areas by providing immediate services in the areas of training and improved information flow. This has been instrumental in gaining the participation of interested client groups and State Department of Education personnel in long range planning for improved educational programs on the local level.

Clients

Because the Project is working with a wide variety of resource bases within the Department, it is in the position of responding to the needs of many client groups. Most prominent among these are (1) local school districts, (2) Regional Education Service Centers, (3) supervisory union school districts, (4) local school boards, (5) state legislators, and (6) local taxpayers. Efforts in the first year of the grant are being made to identify the unmet needs of the client groups. At the same time, the Project is working with already existing dissemination activities to strengthen these ongoing efforts.

Total Configuration

The Dissemination Project is viewed as an integral component of the SEA. The Project's focus is on influencing the impact of information and in developing both client and linker skills. The Project staff feel that an effective dissemination system must accept the responsibility for the way the information is used by clients. For this reason, the linkage component of the Project is being given predominant attention.

NEW JERSEY

DISSEMINATION UNIT

Abstract

Context

New Jersey is one of the smallest states in area but is ninth largest in population, making it the most densely populated of the states. About 550 operating LEAs contain 2725 schools and nearly 1,550,000 students. The state is divided into four regions, each containing an Education Improvement Center (EIC) and reflecting the social and demographic characteristics and interests of that region. Three major tasks of the dissemination capacity building effort are (1) implementing sound procedures for coordinating the critical dissemination activities of the SEA, (2) developing a knowledge resource base and devising procedures for maximum client access, and (3) identifying service related needs as the basis for the dissemination activities. Project personnel are actively tying their efforts to the assessment process involved with the mandated requirement to provide "thorough and efficient" (T and E) education to all students in New Jersey's public schools.

Information Resources

The primary objectives of project personnel in this area are to locate knowledge bases in the state and develop access to them; therefore, developing of new resources is currently of lesser importance than coordinating existing ones. However, files of human resources and validated programs are being developed. Computer access (Lockheed) varies by region; for example, EIC-Northwest has its own terminal and EIC-Central refers clients to Rutgers University. Most in-house resources are located within the individual EICs; planning for networking theses resources is underway. The EICs are the primary resource and service vehicles for dissemination. Future efforts include placing terminals in all EICs, at the SEA, and, possibly, using one portable terminal to develop program abstracts at sites throughout the state. Also important is the development of future data bases.

Linkage

Most linkage activities operate from the EICs, although the Project Director suggested that nine SEA personnel served as part-time technical assistance linkers. Twenty-five full-time linkers in the EICs include nine process consultants, four dissemination consultants, three trainers/developers, four clearinghouse personnel, three NDN clearinghouse staff, and two NDN facilitators. Major linkage activities include broadcast and targeted communications from the EICs, coordination and provision of conferences, workshops, credit-bearing courses and other training, assisting in the T and E assessment process and the resulting effort to reduce "discrepancies," referral of information requests, and provision of information. Others involved in part-time linkage activities include approximately 15 in the EICs and up to 125 in the 21 county offices of education; the former are involved with provision of training and the latter are especially concerned with meeting LEA discrepancy-based program needs.

Leadership

The SCB effort is located organizationally within two SEA bureaus. The Project Director is the Assistant Commissioner in charge of the Bureau of Research, Planning, and Evaluation. Since this bureau has primary responsibility for implementing the T and E assessment process, the dissemination effort is closely tied to this state-mandated major change process. One staff member is involved as well in implementing a coordinated EIC evaluation. The Dissemination Coordinator and the Resource Specialist are located within the Bureau of Program Dissemination, giving these persons close ties with the EICs.

Two SEA panels promote agency-wide coordination. The first, the Intra-Agency Dissemination Capacity Building Planning Group, composed of Assistant Commissioner and Bureau Director personnel, is concerned with recommending SEA-wide dissemination policy. The second, the Dissemination Task Force, is concerned with implementing programmatic recommendations.

Clients

Dissemination activities in New Jersey focus on two different levels of clients. The T and E mandate requires providing a great deal of technical assistance to LEAs to help them undertake local needs assessments and then develop means by which to eliminate local discrepancies. These efforts are complemented by the EIC focus on providing technical assistance to practitioners to meet needs that cannot be met at the LEA or county level. Most of this practitioner-level technical assistance takes the form of "process helping" and training rather than the provision of information.

Total Configuration

Three characteristics help make New Jersey's dissemination effort unique. The first is that the T and E mandate has forced virtually the entire public education enterprise to adopt an assessment-based, change-oriented posture. The second is that the dual organizational base of the Project ties the SCB effort into both the T and E assessment process and the provision of technical assistance to meet assessed needs. The third is that the EIC focus on practitioners provides a vehicle for two-way communications of needs and ideas.

NEW YORK

EDUCATION PROGRAM AND STUDIES INFORMATION SERVICE (EPSIS)

Abstract

Context

One of the largest and most complex of all the state educational systems, New York's system has a fundamentally unique organizational structure. All public and private education, from elementary through higher education and including state libraries and museums, is organized in one entity - the State University of New York. The system is governed by a legislatively appointed Board of Regents and an appointed Commissioner of Education. The state education system includes 745 school districts organized into 44 regional areas called Boards of Cooperative Educational Services (BOCES) and 6 large urban areas. The BOCES system was established by state law and is supported in part by state funds. BOCES operate primarily as intermediate service areas administered by participating local districts, rather than as regulatory extensions of the SEA. This organizational structure serves 5 million students and 300,000 teaching and administrative staff at the local school district level. The State Capacity Building Project is located within an already established unit of the SEA, the Education Program and Studies Information Service (EPSIS).

Information Resources

The major concentration of EPSIS activities and NIE monies is on the development of a comprehensive resource base. The EPSIS coordinator estimates that about 60 percent of the total effort is directed to this component. EPSIS is viewed as predominantly an information resources component in a larger, evolving dissemination system.

The major resource employed by EPSIS in responding to client information requests is ERIC. Computer access to the ERIC system is obtained under a contract with a private contractor within the state.

Using NIE funds, EPSIS is developing two relatively unique information resource components: a computerized, ERIC-compatible file of New York programs and practices and a similar file of teacher-developed curriculum materials (TDM). Both files will be used in conjunction with ERIC to respond more completely to the information requests of clients, particularly those in schools.

EPSIS had originally contemplated a third file to supplement ERIC, one relating to human resources. The development of this file was abandoned because the transitory nature of the file was viewed as entailing costly programming and storage procedures; moreover, the task of developing the program and TDM files proved to be of such magnitude as to extend fully the available staff.

Besides the two new files, a small number of information files dealing with instructional objectives, instructional plans, testing materials, funding sources, and new legislation affecting education will also be loaded on the computer for more efficient retrieval. These files have been used manually, and the EPSIS Coordinator feels they will be better used if they are searchable via computer along with the more comprehensive files.

Linkage

In seeking to improve access to EPSIS information resources and services, New York has chosen to work through "ERIC linkers" or EPSIS field representatives in the BOCES and large urban areas. These linkers perform a variety of functions in the BOCES and serve the ERIC linking role as a part-time assignment. The BOCES selects the linker, and EPSIS provides training in such areas as the ERIC system, question negotiation, and request submission. Because the quality, availability, and commitment of these field representatives vary, the EPSIS Coordinator is constantly looking for ways to augment their number and improve the quality of the services the linkers provide. At present, there are 43 linkers. Linkage training provided by EPSIS does not include customizing skills. Also, extensive review and tailoring of the information response are not undertaken as a normal part of the field representative's role. The linkers function primarily as conduits with respect to EPSIS services.

Leadership

The Director of EPSIS is Co-director of the NIE Project; his superior is the other named Co-director. This provides additional support for the expressed overarching leadership goal: institutionalizing EPSIS grant activities. This goal is addressed through a variety of on-going activities in monitoring and evaluation, in using incentives, and in coordinating and integrating new services within existing program units.

EPSIS staff employ a relatively extensive monitoring and evaluation system. Information is collected and analyzed on a number of variables: client demographic data, nature of request, and clients' perception of the utility of the information service. Relatively little evaluation of linkage services provided by the field representative is done. The Project Director feels that evaluation of such a service by the state would intimidate and alienate linkage agents. The EPSIS Coordinator is developing methodologies for measuring the achievement of leadership objectives relating to the "institutionalization" of EPSIS services within other SEA program units. By establishing distinct and defined levels of "buying in" to EPSIS information services, the Coordinator is able to measure the number of units using and supporting development of EPSIS services, as well as the degree of commitment and level of use. This process evaluation will assist the Coordinator in planning the next steps in terms of fostering integration and institutionalization of information services in the SEA and will also facilitate reporting progress to NIE.

Clients

EPSIS responds to all client requests for information. The majority of requests are from local superintendents and curriculum specialists; SEA personnel and educators in postsecondary institutions also use the service. The volume of requests for searches and for microfiche or hard copy documents is growing each month, despite the fact that EPSIS undertakes no major local awareness activities. Given staff limitations, responses are confined primarily to computer accessible data bases. Evaluation of the quality of the services provided indicates a high level of client satisfaction. Given such feedback it would appear that, were an extensive marketing of the service undertaken, demand would far outstrip present response capacity.

Total Configuration

In New York, the NIE Project receives approximately .05 percent of the total SEA budget. Aware of the limitations inherent in such constrained resources, the Co-directors have set objectives to focus on the development of information support services and to enhance the agency-wide coordination of such services over the life of the Project. While the development of information resources is largely a technical matter, the development of linkage and leadership functions within the scope of the NIE Project is predominantly a function of the political and organizational constraints within the state's education system.

Coordination is directed primarily to information resources, particularly to those provided by EPSIS. EPSIS attempts to reach out in offering its services, but other information service activities remain as uncoordinated entities within each program. No plan for the development of a comprehensive and coordinated agency-wide dissemination program exists, and, in an agency of this size, a single method is not viewed as being feasible at this time. The goals of the NIE Project do not imply that developing a single comprehensive plan is a major intent; however, fostering an agency-wide information support function is a purposeful, incremental move in that direction.

NORTH CAROLINA

STATE CAPACITY BUILDING PROJECT

Abstract

Context

In relation to its size, North Carolina has a relatively concentrated population; the state ranks 12th among all the states in population and 28th in geographic size. There are 145 LEAs, 2000 public schools, and almost 1,200,000 students. For educational-service purposes, the state is divided into eight regions; five of the regional units are fully operational. The elected Superintendent is working with the State Legislature to obtain funding for the three other centers. The State Capacity Building Project is located within the Division of Development (DOD). This division is physically separated from the rest of the SEA, but plans to house the entire agency within one building exist.

During its first year, the Capacity Building Project has concentrated its efforts on identifying all available resources and personnel and implementing procedures to link these together in more effective ways.

Information Resources

The major resource is the Education Information Center, which is located with most of the other SEA offices in downtown Raleigh. EIC has a complete ERIC collection, a file of fugitive materials, a journal collection, and a limited library of educational materials. Computer access is through Research Triangle Park facilities. All clients are charged for the actual cost of requested computerized searches. EIC is a walk-in library for SEA personnel and a responsive information center for the regional resources centers and local clients. All packages delivered to clients outside the SEA include two contact names: a department specialist and a representative at the regional level. Approximately 60% of the center's services are provided to SEA and regional center personnel and 40% to clients in local school units.

All school systems have a catalog which contains information on successful educational programs which have received national validation. Detailed files on these projects are maintained in the regional centers and the state office. Plans are being implemented for validating successful programs within the state and sharing information and material about these programs.

A separate division within the SEA prepares and distributes media material, evaluates commercial material, and supervises the educational TV programming. Another division is responsible for all agency publications and contacts with the news media. The Management Information System collects and shares all pertinent statistical data about the operations of the public schools.

Linkage

Agency personnel expressed their continued commitment to the importance of dissemination. The Project Director stated that SEA consultants, as well as personnel in the five established regional centers, accept and assume major responsibilities for daily dissemination and are key linkers in the procedures for the exchange of information. The consultants in EIC perform specialized linkage functions utilizing the various services available in the center. Each of the five operational centers has a full-time linker supported with Title IV-C funds; the other three regions have someone designated to serve as a linker on a part-time basis. The facilitators in the regional centers are viewed as first line linkers. North Carolina is focusing its efforts on expanding the role of the facilitators and having them utilize all available resources.

Leadership

The State Capacity Building Program is under the supervision of the Assistant Superintendent for Planning, Research, and Development, who is responsible for coordinating all dissemination activities within the agency. The state is using its limited NIE resources to coordinate the various dissemination components within the agency. North Carolina has a comprehensive dissemination plan, and upon full implementation, the intent is to strengthen current efforts and enable the total dissemination program to be better coordinated and more comprehensive.

The EIC has statistical information about the requests for its services and an attitude survey from agency personnel about the value of their assistance. Instruments and plans for evaluating the facilitator activities are being designed. NIE resources do not directly support either of these services. The new comprehensive plan established strategies for developing an evaluation plan for the total program.

Clients

Presently the efforts of the Capacity Building Grant are being concentrated on working with the 400 state and regional SEA staff to provide dissemination services in a more coordinated way. A majority of the contacts on the local school level are with central office personnel, but principals and teachers also have opportunities to receive and request dissemination services. EIC has processed more than 500 requests per month, but with a reduction to one professional staff member this number has declined to 200-250 requests per month.

Total Configuration

As the comprehensive plan is operationalized, North Carolina feels it has the potential to develop and institutionalize a coordinated dissemination program. Within the agency, staff already seem receptive to this vision. According to the plan, the individual in charge of the Media Division will coordinate all services of his or her division and EIC, while the Assistant Superintendent for Planning, Research, and Development will continue to be responsible for coordinating all dissemination services of the agency. The NIE project will focus on establishing and expanding the linkages of all available resources.

OREGON

STATE CAPACITY BUILDING PROJECT

Abstract

Context

Ranking 10th in geographic size and 31st in population, Oregon presents considerable urban and rural differences among its 334 school districts and 1,287 public schools. A public school enrollment of 461,000 is served by some 13,358 public school professionals. There are 32 Intermediate Education Districts (IEDs) and 4 county units acting as IEDs which serve the counties of Oregon. Each is a service center providing information and certain products to school districts within its jurisdiction. The IEDs are supported almost wholly by LEA funds. The SCBP initial involvement with 11 eastern IEDs represent a targeting of units that presently serve 8 percent of the state's school population. A pilot effort at developing a two-way communication network for disseminating educational information is being planned and implemented in the rural counties of eastern Oregon. Initially, major expenditures are for training personnel to increase two-way communication and improving linkage to resources in the pilot area. The initial focus of the Project is on the problem of "minimum standards," or competency-based education, as well as a more general commitment to dissemination.

Information Resources

Oregon identifies a number of information centers as elements in its Capacity Building Project. The Project coordination center is at the SEA in Salem. A list of essential resource elements reveals that in addition to the SEA central resource base there are other sources both inside and outside the state. These centers are in the Project's plans for resource acquisition or accession. The various centers are Northwest Regional Educational Laboratory, ERIC Clearinghouses, with direct contact maintained with the one at the University of Oregon; Oregon State Library in Salem; higher education institutions; the state's 29 IEDs, which contain mainly specialists and special materials and range in size from operations involving one to thirty persons; and OTIS (Oregon Total Information System), located at the IED in Eugene, which the Project now uses for most ERIC batch searches. DIALOG is the Project's main comprehensive outside resource for ERIC and other files. The ERIC microfiche collection is at the Oregon SEA, and this resource can be used when a DIALOG search discovers what is appropriate. Central to the strategy for resource development is work with four coordination centers, which serve the consortium created among the 11 targeted IEDs. These are limited information centers containing a person with linkage and retrieval skills and some resources, a direct line to the Project's office at the SEA, and access to OTIS for conducting batch searches.

Linkage

The Project's strategy for linkage is to build on expertise acquired in the previous pilot effort and concentrate on orientation and training of part-time linkers in the targeted areas. A full-time, but not NIE-funded, project person is a combination retrieval specialist and field agent. This person served as a field agent in the pilot project and is a major resource for the training of other linkers. Initially, approximately 20 linkers will be active throughout eastern Oregon. These persons will work directly through the four

regional resource centers, where manual or batch searches will be conducted. Current plans call next for the training of additional linkers. Special DIALOG searches will be conducted by central Project staff at the SEA. Also to be accounted for within the Project's purview for linkage are part-time linkers at the Jackson County IED and the Portland School District, since each of these organizations has an independent contract with SMERC that requires identification and SMERC training of a linker. As the Project looks beyond immediate plans to enhancement of a statewide network, the latter types of functionaries will also be parts of that organization.

Leadership

The Project is located in a unit labeled "Center for Program Coordination" under the Instructional Service Division of the SEA. The Oregon SCBP is paying considerable attention to problems of institutionalization. Staff members strive to insure follow-through for and continuity in its current dissemination thrust. The Project benefits greatly from the previous involvement of its key personnel in a pilot dissemination effort. Involvement in the NDLP has also given the Project credibility in the Oregon SEA. The head of the Instructional Service Division has become a strong supporter of dissemination and, presently, is an advocate for the Project with the State Superintendent. Within the Instructional Service Division, the career and vocational education group is a major user of the Project's services. This has caused the need for a full-time person housed at the central resource center to manage a special collection of career and vocational education materials. The Project envisions that it will have "developed capacity" when it has coordinated as broad a resource base as possible (including human resources) and a two-way communication network in which educational processes and that methods for better resource use and improved education will be institutionalized.

Clients

Clients of the Project are defined, basically, as "those who make requests for resources." However, most services of the SEA retrieval specialist have been provided to SEA personnel. A general rule is followed that a requester from an LEA needs to be working with or through an SEA person in order to be served directly by the center. Apart from service to any and all SEA clients, the Project's outreach to its targeted areas, the eleven IEDs with four resource centers, will generate requests from LEAs. Work of identification and training will create other mediators at the IED, LEA, and building levels, who will receive assistance for DIALOG searches from core Project staff, although the regional centers will have skills for directly requesting batch searches at OTIS.

Total Configuration

The Project is a reflection of past experiences with dissemination in Oregon. It builds upon the experience of its Director and the key resource specialist and field agent in the pilot effort as well as the credibility and support at high SEA levels engendered by previous participation. Its strategy of concentrating on limited target areas and building support around a pressing problem to reinforce its influence through specific accomplishments is also a product of past experience. The key word in the Project is institutionalization, whereby continuity and future follow-through for the present Project effort are insured.

RHODE ISLAND

STATE CAPACITY BUILDING PROJECT

Abstract

Context

Rhode Island, the smallest state geographically, ranks 39th among the 50 in population. Almost half of the state's approximately 950,000 residents, as revealed in a 1970 census, are clustered in six cities. Providence contains 180,000 persons and Woonsocket, the smallest of these six cities, contains 47,000. However, the state contains numerous small towns, and school districts vary greatly in size. Ethnic and language diversity also characterize Rhode Island. A total enrollment of 172,000 is distributed among 40 school districts and 375 public schools. The Capacity Building Project in Rhode Island has antecedents in a previous state effort in dissemination and a previous NIE grant, which initially funded an Education Information Services (EIS) Center. The linkage component, following the extension agent model, was established prior to the present Capacity Building Grant.

Information Resources

The Education Information Services Center at the SEA is the major information center for the Project. Additional information resources at Institutions of Higher Education in Rhode Island and the ERIC Clearinghouses outside the state are also identified as major resources. The EIS uses the DIALOG system for access to computerized data bases. Resources within the EIS include the Fugitive Document Files, program abstract files (with emphasis on state and region), a collection of 80 educational journals, collections of legal information, and microfiche readers which are available for borrowing. The Project is in the process of exploring relationships with the State Library Service for assessing the extensive materials there in exchange for ERIC searches. Materials at the EIS, in combination with DIALOG, are used most frequently in answering requests, and a major effort is going into further development of these materials.

Linkage

The Project has followed a traditional "field extension agent" model for linkage. An earlier pilot linkage effort, creating roles for program development consultants working out of the SEA's Bureau of Technical Assistance, has eventuated in nine Bureau linkers being assigned full-time to groups of LEAs. These linkers ranged throughout the entire state. They are not funded by the SCBG. The program development, consultant role includes leadership, advocacy, and service. Leadership is revealed in such functions as helping LEAs and their personnel to know their needs and identify major problems. Advocacy is seen in such activities as helping LEAs to write grant proposals and making the case for such proposals at the SEA. Services include negotiation and interpretation of requests for information processed through the EIS. The Rhode Island Project, is, however, in the process of expanding its concept of linkage beyond the extension agent model and is attempting to facilitate communication of many key functionaries with their constituencies. The categorical program personnel at the SEA are seen as "nonclassic-model linkers," and the SCBP is attempting to assist them to communicate better with their constituents. A first effort in this regard is the preparation of materials by the SCBP for targeted communication by SEA program personnel with their constituents. Linkage with the EIS and its information resources and services will still, however, go through the nine assigned full-time field agents.

Leadership

The Rhode Island SEA consists of a Division of Development and Operations and a Division of Organization and Management. The Bureau of Technical Assistance, under the Division of Development and Operations, is the base for the Capacity Building Project. A Dissemination Services Unit (DSU) has been created. The Unit is one of four within the Bureau of Technical Assistance. One of the other units in this Bureau is the Program Development Unit, which administers the services of the nine field agent linkers. The major linkers are not a part of the DSU; however, close coordination between the units is maintained and the Education Information Services (EIS) function is within the DSU. A Departmental task force (Dissemination Advisory Group or DAG) of 16 individuals, chaired by the SCB Project Coordinator, has been formed to guide the development of new dissemination strategies and plan the coordination of existing activities and resources. Greatly increased coordination of dissemination efforts among the 200 SEA staff persons is a major goal of the Project. The leadership of the Project, capitalizing on a pioneering experience of the Rhode Island SEA with dissemination, is in position to play a central role in future coordination of dissemination.

Clients

The Project serves all practicing educators in Rhode Island. Priority is placed on those requests related to local planning, development, and assessment. However, an effort is made to serve all levels, and an impact survey will look at a sample of clients deliberately constituted as one-half teachers and one-half administrators. Data for 1976 showed that 60 percent of all requests came through the program development consultants (the nine extension agent linkers), and the remaining 40 percent came through staff of the EIS. However, the Project attempts to work through and, thus, reinforce the established linkage system. When clients contact the EIS by phone, an attempt is made to put them in touch with the consultant assigned to their area.

The agency itself is also a client of the Project. SEA staff can request a variety of "communication" services from the Dissemination Services Unit. Such services include design assistance, editorial services, and conferential assistance. Priorities for these activities are presently determined by the three Deputy Assistant Commissioners who respectively head the Bureau of Technical Assistance, Bureau of Grants and Regulations, and Bureau of Vocational Education.

Total Configuration

The Rhode Island Project reflects distinctive features of state size and population accessibility, which facilitate reaching all LEAs with information services through centrally-based program development consultants. The Project also reflects a previous history and accumulated experience in dissemination built upon a pilot effort in linkage, which both borrowed from and contributed to the "extension agent model." A previous NIE grant, under which an Educational Information Services function was developed and is now in the process of improving and refining its services (especially to make accessible more materials particularly relevant to Rhode Island), was critical to the evaluation of the Project. Of all projects, Rhode Island's project appears to have gone furthest in spelling out goals and objectives planned for a full five-year time span. The state has also done well in making preparations for evaluation of movement to achieve objectives. Finally, the Project staff members' readiness to look toward development of other types of linkage beyond the extension agent model pioneered in the state reveals their flexibility and willingness to learn.

SOUTH CAROLINA

EDUCATION PRODUCTS CENTER (EPC)

Abstract

Context

Compared to other states, South Carolina is relatively small, ranking fortieth in size and twenty-sixth in population. The state's population is almost evenly distributed between rural and urban areas. To serve its 630,000 students, the SEA is headed by an elected superintendent. The SEA's mission is the continuous upgrading of public education. South Carolina has 92 local school districts and 1101 public schools. South Carolina neither has, nor plans to develop, intermediate units. The state's small size and its centrally located capital are two reasons given for utilizing direct-SEA-to-local-district contacts in the Capacity Building Project. The NIE Project is located within the Education Products Center (EPC), one of nineteen offices within the SEA.

Information Resources

Computer search capability is limited to QUERY. This computer facility provides a batch search of the ERIC and AIM/ARM files. The automated retrieval system features the only computer capability of its kind in South Carolina. EPC also uses manual techniques in responding to information requests.

The majority of written materials available through EPC emphasize program and practice information. Share is South Carolina's booklet of promising practices; Annotated Listing is a master list of specific products and publications available through the SEA; Catalyst is a state-of-the-art report which provides practical alternative approaches to current educational problems. Several documents provide directory and statistical information. Recently, EPC stated that it is not channeling current efforts toward building additional resources; rather the major focus is on expanding client interest in use and revitalizing awareness of available resources.

Linkage

Linkage channels are multifarious, including personalized linkers at the state and local levels, state and regional workshops, and mass media (Instructional Television and Educational Television). The framework established by the Pilot State Program has been expanded. The approach verbalized by South Carolina's Project Director is to establish and expand linkages by tying into existing structures. South Carolina has developed and operationalized two types of personal linkage agents, both of which create client awareness: (1) SEA-based linkage agents, and (2) local district EPC representatives. The two SEA linkage agents are paid through state funds and have both statewide and department-wide linkage functions. These linkage agents are based in the SEA but are also on call by the local

district representatives. Presently, there are 114 part-time personnel serving as local EPC representatives. Unlike the state linkage agents, they are not paid for their linkage services; rather each EPC representative is paid according to whatever his or her local position happens to be.

Leadership

As director of one of the nineteen offices within the EPC, the Project Director of the State Capacity Building Project has formal ties with the other eighteen SEA office directors. Department-wide coordination of dissemination activities is a major concern, and South Carolina's Project Director is focusing his efforts and his expertise toward this goal. At present, EPC is working on coordination with the Facilitator program which operates in the Office of Federal Programs. Informal needs sensing is used in selecting Catalyst topics, but formal needs sensing and evaluation activities are limited.

Clients

EPC serves five types of audiences: (1) school district personnel, (2) SEA personnel, (3) college and university administrative and teaching staffs, (4) education-related agencies, and (5) students from the various schools of education. Major EPC efforts have been directed at decision-makers in the first audience. In the project's first year, EPC focused on five target districts; in the second year, the efforts have been expanded to include a target region including and surrounding these districts. South Carolina's attempt to reach nonusers is reflected in the selection of the additional target districts which had previously not been users of EPC services. In-depth linkage is provided to the target region, but EPC services are available to all state educators.

Total Configuration

The emphasis of the South Carolina Project seems to be upon improving existing current dissemination channels rather than establishing entirely new ones. The plan is eventually to provide the entire state with the in-depth services now available in the target region. Major efforts are also underway to build a better path to services by mapping out more structured communication channels within the SEA. The project's long-range goal is a department wide and statewide communications network, which will support the state's mission--to continuously upgrade education.

TEXAS

COORDINATING INFORMATION FOR TEXAS EDUCATORS: CITE

Abstract

Context

Texas is the second largest state in the nation and ranks fourth in population size. The state elementary and secondary education system includes 1100 school districts in 20 regions serviced by education service centers (ESCs). The ESCs operate as legal, local education agencies and are supported by a combination of local, state, and federal monies. ESCs have no regulatory responsibilities, operating in a service capacity to all districts within their area. The state organizational structure for education serves approximately 2.9 million students and 167,000 professional personnel. The NIE Project, Coordinating Information for Texas Educators (CITE), is located within one of four units in the Division of Dissemination and Publications in the Texas Education Agency. Dissemination operates primarily as a staff function to the appointed Commissioner and is viewed as an agencywide operation.

Information Resources

A major objective of Project CITE is to expand the quantity and scope of the information resources available to educators. CITE resources are housed in a separate information center, which is a part of the SEA, but is physically housed in the same information resource. This file is accessed through both DIALOG and ORBIT. A Texas program/practices file has been developed and contains over 500 descriptions of promising or exemplary programs. The programs are identified through such sources as the Demonstration Schools Network, ESEA Title IV-C , and the National Diffusion Network. Fugitive materials collected from both state and national sources are being organized into another special file. Both files are organized so as to be accessed through procedures similar to those for searching the ERIC file. The center also prepares a limited number of special information packages, when sensing information signals that a high demand for specific information exists. Statistical and management information is also available through the CITE resource center. Since the center serves as a repository for all SEA publications, it serves as a one-step center for almost any education-related request from any educator in the state.

Linkage

A variety of mechanisms for two-way communication with practitioners is employed. Many of these, such as the communications network and bi-monthly newsletter, have been in existence for several years and are an institutionalized part of the Division of Dissemination and Publications. CITE works with a personalized linkage system of consultants/facilitators employed in the 20 ESCs. The philosophy of the Project Director is that anyone working in a technical assistance role with local practitioners is a potential linker. Twenty representatives serve as field contact persons for the project. CITE provides orientation and awareness materials so that ESC consultants can make local educators aware of the service. Awareness/orientation activities are monitored by CITE staff in order to plot the progress toward creating 100 percent awareness of CITE services throughout the state.

Leadership

Coordination appears to be the major thrust of leadership activities in Project CITE. The Project Director for CITE seems able to promote the integration and institutionalization of CITE services by participating on the Executive Planning Committee, a middle management group, and on the Commissioner's Coordinating Council (CCC), the policy level management group in the SEA composed of Deputy and Associate Commissioners. The director of the Division of Dissemination and Publications is only one of two division directors in the agency to sit on the CCC, perhaps an indication of the importance given dissemination as an agencywide function. Both the Project Director and the Project Coordinator meet monthly with the Directors of the 20 ESCs. Coordination with agencies external to the SEA is being undertaken. Briefings on Project CITE have been held with such offices as the Department of Community Affairs, the University of Texas Education Research and Development Center, and the Southwest Educational Development Laboratory. CITE is using the R&D Center's Concerns Based Adoption Model as part of the conceptual underpinnings for the broad dissemination effort.

Clients

Approximately 67 percent of information requests come from elementary and secondary school personnel; of this group, 28 percent of the requests are from teachers. About 15 percent are submitted by ESC personnel; and the remainder are from SEA staff and other miscellaneous audiences. Information services are provided to ESCs through a multilevel subscription service contract with the CITE Resource Center. Nine of the ten ESCs participating in the first year of the Project increased their level of participation during the second year. CITE has identified four types of clients: (1) awareness session participants, (2) requestors of information packets, (3) visitors to demonstration schools, and (4) educators trained through the Diffusion Network.

Total Configuration

The Texas Education Agency has one of the most comprehensive dissemination programs in the country. A host of factors appears to have contributed to this accomplishment, not the least of which seems to be the establishment of a Division of Dissemination and Publications. This macro-level organizational change came at a time when dissemination was a newly developing function in the SEAs. As the function grew in importance, the Division grew also, serving as a coordinating mechanism for the many communication activities required of an agency moving into a stronger leadership and service role with respect to local school districts. A combination of top-down and bottom-up approaches appears to have resulted in the present view of dissemination as a major SEA function. The accomplishments of this SEA's dissemination efforts indicate that the development of a comprehensive system is possible, even in a large, complex agency.

GLOSSARY

GLOSSARY

ACCESS (not an acronym), the name of Colorado's State Capacity Building Project. The Project's basic strategy is to facilitate "ACCESS" to resources.

ADC Area Dissemination Coordinator, the specific title of three linkage agents who work with Kentucky's Project SEARCH.

AIDS Project AIDS, the Alabama Information and Development System, Alabama's Capacity Building Project.

AIM/ARM Abstracts of Instructional and Research Materials in Vocational and Technical Education, an abstract service with accompanying data base, which can be searched in the manner of ERIC.

A-TIP Project A-TIP, Alaskan Talent, Information, and Promising Practices, Alaska's Capacity Building Project.

BOCES Board(s) of Cooperative Educational Services, New York's school districts are organized into 44 regional areas, each of which is a BOCES. BOCES provide services to local education agencies.

BOCS Board of Cooperative Services, one of 17 units created by Colorado to organize school districts geographically and to provide intermediate educational services. However, all districts in Colorado are not organized in BOCSs, a notable exception being the Denver Public School Districts.

CCC Commissioner's Coordinating Council, a policy-level management group in the Texas state education agency.

CEPD Career Education Planning District. Michigan is divided into 53 CEPDs for the provision of some educational services.

CESA Cooperative Educational Service Agency. Georgia formed 16 service units, called CESAs, to help bridge the gaps between the disparities in size of the state's local education agencies.

CITE Project CITE, Coordinating Information for Texas Educators, the Texas Capacity Building Project.

DAG Dissemination Advisory Group, a 16-member task force within the Rhode Island state education agency charged with responsibilities of guidance and planning in relation to the state's dissemination activities.

DAG Dissemination Analysis Group, a joint government task force who reviewed the dissemination field and prepared policy recommendations for the Assistant Secretary of Education. DAG delineated four possible usages for the term, dissemination: (1) spread, (2) exchange, (3) choice, and (4) implementation.

DAIRE — Project DAIRE, Delaware Application of Information and Research to Education, the Delaware Capacity Building Project.

DIALOG — (Not an acronym), on-line search program developed by Lockheed Information Systems. Presently it provides access to more than 50 different bibliographic and numeric data bases.

DOE — Department of Education, a synonym for State Education Agency.

DSU — Dissemination Services Unit, one of the four units within Rhode Island's Bureau of Technical Assistance. This Bureau is under the Division of Development and Operations, which with the Division of Organization and Management makes up the Rhode Island SEA.

ECSU — Educational Cooperative Service Unit, an intermediate unit formed of local education agencies between the level of the local education agency and the Minnesota legislature.

EIC — Education Information Center, title used by Georgia's and Illinois's resource centers.

EIS — Education Information Services Center, the major information center for the Capacity Building Project in Rhode Island.

EPC — Education Products Center, one of 19 offices within South Carolina's state education agency.

EPSIS — Education Program and Studies Information Service, an office of the New York state education agency and location of the State Capacity Building Project.

ERIC — Education Resources Information Center, a national information dissemination service operation created by OE in 1965 and funded since 1973 by NIE. ERIC provides ready access to reports of federally sponsored R&D and general educational R&D literature.

ERC — Educational Resources Center. In Connecticut, this center is the primary informational resource of the State Capacity Building Project and is located in the greater New Haven Educational Service Center.

ESC — Education Service Center. A generic term for centers which provide educational services on a regional basis. In Connecticut there are 6 ESCs, or regional centers, that provide sources of decentralized, informational, and programmatic aid. In Texas the 20 ESCs serve the school districts within the state by region.

ETV — Education Television.

FEIS — Florida Educators Information Service, through which Project Free (q.v.) obtains access to DIALOG (q.v.).

FIDO — Fugitive Information Data Organizer, a file of local and state education documents that was developed by and is accessible through the San Mateo Educational Resources Center.

FREE — Project FREE, Florida Resources in Education Exchange, Florida's Capacity Building Project.

IED — Intermediate Educational Districts. 32 IEDs and 4 county units acting as IEDs serve the counties of Oregon. Each is a service center providing information and certain products to school districts within its jurisdiction.

IHE — Institution of Higher Education.

IPOD — Interstate Project on Dissemination, a group of professional educators with special responsibilities and skills in dissemination, and representing a number of state education agencies, who studied the problems related to dissemination of educational products, practices, and information. Participating states included Kentucky, Montana, New Jersey, North Carolina, Oregon, Rhode Island, and Texas.

IPOD Report — Report and Recommendations: Interstate Project on Dissemination. This report describes the study conducted by IPOD, discusses the findings, outlines a framework for planning in dissemination, and presents recommendations for policy action. The study was conducted with financial support from the National Institute of Education.

IRDN — Illinois Resource and Dissemination Network, location of Illinois's State Capacity Building Project and part of the state education agency.

ISA — Intermediate Service Agency. A generic term for agencies located between the state education agency and local education agencies.

ISD — Intermediate School District. Michigan has 58 ISDs.

ISRU — Information Search and Retrieval Unit, the information center for Project DAIRE (q.v.) which is housed in the Delaware State Library.

ISS — Information Service Specialist. Connecticut's four linkage agents who are assigned to cover the districts of the six intermediate service areas.

ITV — Instructional Television.

KEDDS — Kansas Education Dissemination/Diffusion System, the Kansas dissemination project.

LEA — Local Education Agency.

MEC/IES — The Merrimac Education Center's Institute for Educational Services. It provides access to national educational and related bases for the Massachusetts Capacity Building Project.

MECC — Minnesota Educational Computing Consortium, a joint effort of the state's educational authorities, particularly noted for its development of a state-wide computer-aided instruction network.

MINE — Minnesota Information Network for Educators, the state's Capacity Building Project.

NCEBOCS — Northern Colorado Educational BOCS (q.v.), supplier of ERIC and ERIC-derived products for Project ACCESS (q.v.).

NDLP — National Dissemination Leadership Project. The National Institute of Education supports the NDLP in conjunction with the State Dissemination Grants Program to promote communication among all state education agency personnel on dissemination.

NDN — National Diffusion Network. This federal/state/local network of agencies was established in 1974 by the U.S. Office of Education to improve the means and efforts of communication among the developers and practitioners (i.e., adopters-implementers) of worthwhile innovative practices, ideas, materials and programs in the field of education.

NIE — National Institute of Education.

OE — Office of Education.

ORBIT — (not an acronym), a bibliographic search service developed by the System Development Corporation of Santa Monica, California and McLean, Virginia. In addition to the ERIC base, this service also has data bases in the natural and social sciences.

OTIS — Oregon Total Information System, an information system located at an intermediate service agency in Eugene, Oregon.

REMC — Regional Educational Media Center. Each of Michigan's 22 REMCs serves districts by offering various information services.

QUERY — (not an acronym), a popular program designed for searching various data bases, among them ERIC.

PST — Program Service Team: Illinois's 82 linkage agents are organized into five regional groups called PSTs.

R&D — Research and Development.

RDUP — Research and Development Utilization Project, another NIE funded project with which some capacity building projects are coordinating their efforts.

RDx — Research and Development Exchange. This is a government-sponsored effort to bring educational research and development results to their practitioners and to return their concerns to the researchers and developers. Several regional educational laboratories and a university-based research and development center have come together to form a consortium; its activities in 1977 are under the general sponsorship of the School Practice and Service Division of the National Institute of Education.

REMC — Regional Educational Media Center, the specific title for media centers operating informational services in Michigan.

RISE — Research Information Service for Education, an information-retrieval organization in King of Prussia, Pennsylvania which maintains the ERIC data base, and appropriate retrieval software, on its own in-house computers. It serves clients both in Pennsylvania and throughout the nation.

RRC — Regional Resource Center, the specific title of the intermediate service agencies in Alaska.

SCB — State Capacity Building.

SCBG — State Capacity Building Grant.

SCBP — State Capacity Building Program.

SDC — System Development Corporation, of Santa Monica, California and McLean, Virginia, developer of ORBIT (q.v.).

SEA — State Education Agency.

SEARCH — Project SEARCH (not an acronym), Kentucky's Capacity Building Project.

SERCH — Project SERCH, State Education Research Clearinghouse, the new title of the California Information Dissemination Project.

SMERC — San Mateo Educational Resource Center, an information-retrieval organization in Redwood City, California which maintains the ERIC data base, and appropriate retrieval software, on its own in-house computers. SMERC serves a nationwide clientele.

T and E — Thorough and Efficient, designated evaluative goal of the quality of education to be provided by the New Jersey public schools.

TDM — Teacher-Developed Materials, a file of teacher-developed curriculum materials, one of two information files being developed by EPSIS (q.v.) to be used in conjunction with ERIC to help meet New York clients' information needs.

TIPS — Topical Information Packages: Delaware's information resource of pre-packaged materials.

TVA — Tennessee Valley Authority. One of the resources utilized by the Kentucky Capacity Building Project.

VERIC — Vocational Education Research Information Center, one of the information resources for Project SERCH (q.v.). It is part of California's state education agency.